DOCUMENT RESUME

ED 441 169 CE 080 208

TITLE	Education Success = Business Success. Hearing before the Committee on Small Business. United States Senate, One Hundred Sixth Congress, First Session.
INSTITUTION	Congress of the U.S., Washington, DC. Senate Committee on Small Business.
REPORT NO	Senate-Hrg-106-94
ISBN	ISBN-0-16-058799-9
PUB DATE	1999-05-25
NOTE	154p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Basic Skills; *Educational Improvement; Elementary Secondary Education; *Entrepreneurship; Hearings; Job Skills; Literacy Education; Postsecondary Education; *School Business Relationship; *Small Businesses; Success; Vocational Education
IDENTIFIERS	Congress 106th

ABSTRACT

This document highlights a congressional hearing on expanding the debate on education to involve small businesses as active participants. Opening statements of the following three United States (U.S.) senators are provided: Christopher S. Bond, John F. Kerry, and Olympia J. Snow. Testimony includes witness testimony, prepared statements, and other materials from individuals representing the American Management Association, New York, New York; Ball Publishing, Inc., Greenville, Ohio, and the U.S. Chamber of Commerce, Washington, D.C.; Albert Seisler Machine Corporation, Mohnton, Pennsylvania, and the National Federation of Independent Business, Washington, D.C.; State Farm Insurance Companies, Bloomington, Indiana, and the National Alliance of Business, Washington, D.C.; Lexington/Rockbridge Chamber of Commerce, Lexington, Virginia; and Department of Education of the Commonwealth of Massachusetts. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

S. HRG. 106–94

EDUCATION SUCCESS = BUSINESS SUCCESS

ED 441 169

HEARING

BEFORE THE

COMMITTEE ON SMALL BUSINESS
UNITED STATES SENATE

ONE HUNDRED SIXTH CONGRESS

FIRST SESSION

MAY 25, 1999

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Printed for the Committee on Small Business

U.S. GOVERNMENT PRINTING OFFICE
57–698 CC WASHINGTON : 1999

For sale by the U.S. Government Printing Office
Superintendent of Documents, Congressional Sales Office, Washington, DC 20402
ISBN 0-16-058799-9

CE 080 208

2

BEST COPY AVAILABLE

COMMITTEE ON SMALL BUSINESS

ONE HUNDRED SIXTH CONGRESS

CHRISTOPHER S. BOND, Missouri, *Chairman*

CONRAD BURNS, Montana
PAUL COVERDELL, Georgia
ROBERT F. BENNETT, Utah
OLYMPIA J. SNOWE, Maine
MICHAEL ENZI, Wyoming
PETER G. FITZGERALD, Illinois
MIKE CRAPO, Idaho
GEORGE V. VOINOVICH, Ohio
SPENCER ABRAHAM, Michigan

JOHN F. KERRY, Massachusetts
CARL LEVIN, Michigan
TOM HARKIN, Iowa
JOSEPH I. LIEBERMAN, Connecticut
PAUL D. WELLSTONE, Minnesota
MAX CLELAND, Georgia
MARY LANDRIEU, Louisiana
JOHN EDWARDS, North Carolina

EMILIA DISANTO, *Staff Director*
PAUL COOKSEY, *Chief Counsel*
PATRICIA R. FORBES, *Democratic Staff Director*

CONTENTS

OPENING STATEMENTS

	Page
Bond, The Honorable Christopher S., chairman, Committee on Small Business, and a United States Senator from Missouri	1
Kerry, The Honorable John F., ranking member, Committee on Small Business, and a United States Senator from Massachusetts	3
Snowe, The Honorable Olympia J., a United States Senator from Maine	62

WITNESS TESTIMONY

Greenberg, Eric Rolfe, director of management studies, American Management Association, New York, New York	9
Carol L. Ball, president and chief executive officer, Ball Publishing, Inc., Greenville, Ohio; and chairman, education, employment, and training committee, U.S. Chamber of Commerce, Washington, D.C.	65
Goodling, Barbara Seisler, secretary/treasurer, Albert Seisler Machine Corporation, Mohnton, Pennsylvania; and member, National Federation of Independent Business, Washington, D.C.	73
Rust, Edward B., Jr., chairman and chief executive officer, State Farm Insurance Companies, Bloomington, Indiana; and chairman, National Alliance of Business, Washington, D.C.	80
Fujiwara, Kelly, chair, education committee, Lexington/Rockbridge Chamber of Commerce, Lexington, Virginia	88

ALPHABETICAL LISTING AND APPENDIX MATERIAL SUBMITTED

Bond, The Honorable Christopher S.	
Opening statement	1
Ball, Carol L.	
Testimony	65
Prepared statement	68
Crapo, The Honorable Michael D.	
Prepared statement	144
Fitzgerald, The Honorable Peter G.	
Prepared statement	145
Fujiwara, Kelly	
Testimony	88
Attachments to statement	91
Goodling, Barbara Seisler	
Testimony	73
Prepared statement	75
Greenberg, Eric Rolfe	
Testimony	9
Prepared statement and attachments	12
Kerry, The Honorable John F.	
Opening statement	3
Prepared statement	6
Rust, Edward B.	
Testimony	80
Prepared statement and attachment	82

Page

Snowe, The Honorable Olympia J.
Prepared statement 62

COMMENTS FOR THE RECORD

Department of Education of the Commonwealth of Massachusetts, David P. Driscoll, Commissioner of Education, Malden, Massachusetts, statement 147

EDUCATION SUCCESS = BUSINESS SUCCESS

TUESDAY, MAY 25, 1999

UNITED STATES SENATE,
COMMITTEE ON SMALL BUSINESS,
Washington, D.C.

The Committee met, pursuant to notice, at 10:04 a.m., in room 428A, Russell Senate Office Building, the Honorable Christopher S. Bond (Chairman of the Committee) presiding.

Present: Senators Bond, Snowe, and Kerry.

OPENING STATEMENT OF THE HONORABLE CHRISTOPHER S. BOND, CHAIRMAN, SENATE COMMITTEE ON SMALL BUSINESS, AND A UNITED STATES SENATOR FROM MISSOURI

Chairman BOND. Good morning.

The Senate Committee on Small Business will come to order. I understand that Senator Kerry is on his way here. He has been on his way for several minutes and I know what happens very often that people lie in wait in the halls to express matters of interest. So, we are going to get started and I think that Senator Kerry will be joining us very shortly.

Today, we are holding a hearing on Education Success Equals Business Success. As we prepare ourselves, our businesses and our Nation for a new millennium, we must see, confront, and overcome the challenges we know lie before us. It is my opinion that one of the top priorities should be the education of our children. Some might question why we are holding a hearing in the Small Business Committee on education, but I think the answer is clear and I believe our witnesses will help us see the light.

Theirs is a very simple formula. Education success does equal business success. I know that businesses, small or large, know their future success hinges on the educational achievements and the abilities of our students.

Unfortunately, that education success is in question. Since 1971 combined college entrance exams scores have gone down. U.S. high school students have consistently performed worse than their counterparts throughout the world on math and science tests. Forty percent of our Nation's fourth-graders do not read at even a basic level. These poor statistics are never-ending and all are alarming.

I have long believed that the best solutions are local solutions. We can think globally but we must act locally. Local control in my view is the key to improving our public education system. That is why I introduced a bill, S. 52, called "The Direct Check for Education Act." Just as businesses realize that a "one-size-fits-all approach" with their customers usually does not work, the "one-size-

fits-all approach" is also not working in our schools, when that one size is prescribed by the Federal Government.

It is my view that school improvement will happen on a school-by-school basis, not because of a new Federal program or mandate. We have too many of those now. Most of them have resulted in burdensome regulations, unfunded mandates, mounds of paperwork and unwarranted meddling.

The Direct Check for Education Act will address this. There is broad-based recognition and we must try to do something new to improve our public education system. I was reading some information distributed by my Ranking Member, Senator Kerry, where he said—and since he is not here, I will quote him:

> There is no decision of greater importance to the long-term health, stability, and competitiveness of a Nation than the way we educate our children. We must commit ourselves to setting our education priorities and investing in the right places, increasing flexibility, and accountability.

I am sure he will want to elaborate on that when he arrives.

I agree. The future success of our country and our global market place, that is increasingly more competitive and more complex, is dependent upon the education success of our children. We should be doing everything we can to maintain our competitive advantage where we have it and regain it where we have lost it.

Therefore, business interests, small and large, have a tremendous stake in our Nation's educational system and their input is imperative to making the improvements we need to prepare our children for a lifetime of achievement. The business community's stake in our Nation's education system has been demonstrated in recent years by the extreme difficulty that small businesses are having in finding qualified employees. As an example, for the first time in 25 years small businesses surveyed by the National Federation of Independent Business listed "quality of labor" as their most pressing issue.

While this problem is, in part, a side effect of the good economic times, it is also a sign that our educational system is not educating adequately all of our youth. That is why we are holding the hearing.

It is imperative that we expand the debate on education and realize the debate should include more than teachers, their organizations, school board members and education bureaucrats. The business interests of this country should be active participants in that education debate because we all share the goal that our children are employable when they graduate and that they enter work force roles instead of the welfare roles.

It is past time to realize that the consequences of an uneducated child, teenager or young adult goes beyond the classroom and into the workplace and the boardroom. I might add parenthetically, as I have talked with law enforcement and juvenile officials around the State of Missouri, in talking about issues of juvenile violence and crime, they say there is one identifier that is common to almost all of the violent juveniles, the juveniles who are in trouble, the people who are causing the trouble, the people who are deadly and dangerous to their colleagues and to their teachers. That is illiteracy.

That is the one factor time and time again that has been cited to me, education is vital for our own peace and security and it is vital to our business success.

I look forward to the suggestions and the ideas and the views our witness today have on what is being done on the local level to improve education. I trust that this is the beginning of an education dialog with the business community and right on schedule and on time is our Ranking Member, Senator Kerry.

Senator you have good timing.

OPENING STATEMENT OF THE HONORABLE JOHN F. KERRY, RANKING MEMBER, SENATE COMMITTEE ON SMALL BUSINESS, AND A UNITED STATES SENATOR FROM MASSACHUSETTS

Senator KERRY. Thank you, Mr. Chairman.

Maybe I could have been here a few minutes earlier.

Chairman BOND. I quoted you extensively, out of context, as usual, and, so, you are signed up for all kinds of things.

Senator KERRY. You have never quoted me out of context and I stand signed-up. I appreciate it.

Mr. Chairman, thank you very much, and to all of our witnesses this morning, thank you for coming here.

We have not yet had the small business community heard from in the context of the education debate in the country. In my judgment, I think the Chairman probably shares this point of view and he may have just said this. It is a crucial discussion that we need to be having in the country.

I particularly am grateful that we are going to engage in this dialog today and I would just make a few comments if I can. Seventy-six percent of the jobs in this country come from small businesses. And we all are aware, particularly on this Committee, of the remarkable connection between the sustained growth that we have had to the increased participation of a host of people, women, particularly, who, heretofore, found it harder to participate in the economy who are now either small business owners or small business participants.

But the fact is that many jobs, 76 percent of the new jobs, also makes a statement about the kinds of jobs they are and the difficulties we have in finding people to fill these roles. Increasingly, in the United States that is a problem, notwithstanding the sustained growth that we have had and the remarkable pace of our business development. The greatest restraint on growth in many parts of the country, mine included, is the lack of an available skilled labor pool and that will continue to be true as we go into the future.

Notwithstanding the very significant economic progress of the last years—the low-inflation, low-unemployment rate, the remarkable rate of growth of new jobs, the longest period of sustained growth in the recent history of the country, et cetera, et cetera—notwithstanding that, the statistics about the future work force are alarming. I mean really alarming.

I think we are now only ahead of Mexico, in terms of graduation from high school. We used to be the world's leader in high school graduation, numbers of people and percentage of our available pop-

ulation graduating. But now, we trail 22 industrialized nations. We lead only Mexico.

In New York City only 48 percent of students who start high school will graduate 4 years later—just think about that. The third International Mathematics and Science Study was released recently and it showed that by the time students reach the senior year of high school the United States leads only Cyprus and South Africa in science and math. And in far too many schools, in too many places in this country we actually see student achievement decline over time, not increase.

Reading scores were up marginally last year but they are still lower in 1998 than they were in 1992. Three weeks, three months ago an Education Week survey of urban schools found that most fourth graders cannot read and understand a simple children's book and most eighth graders cannot use arithmetic to solve a practical problem.

What has happened to confidence in our school system as a result of this? Very clear. Public Agenda surveyed 450 employers in New York City and they found that 86 percent of the employers said that a high school diploma is no guarantee that a typical student has learned even the basics and only 7 percent believe students from the public schools have learned the skills that they need for the working world.

Finally, if you go to New York City you can visit the City Universities of New York. The majority of the freshmen fail all three placement tests in reading, writing, and math. At California State University schools 47 percent of students are in remedial English, and at the University of Texas 54 percent of students are taking classes in basic skills. In fact, you can find this in many parts of the country. Now, in California, they obviously have a significant language transitional issue, but here is the bottom line and I will summarize very quickly.

I think we have got to, all of us, get away from the ideological gridlock that we find ourselves in. The issue of our schools is not a Democrat issue, and it is not a Republican issue. It is an issue about kids getting the best education possible. The truth is that there are great public schools that work in the United States of America. There are also great parochial schools, great private schools, great charter schools; there are also failures among all of them.

The question we ought to ask ourselves is why it is so hard for us to find a common ground where Republicans and Democrats can come together and say, why cannot we empower all of these systems to be able to choose the best practices, free from ideology, free from bureaucracy, free from layers of politics that have been built up over the years, create choice and competition in the school systems, in the public school system; recognizing that even if the Congress did the best it could to pass a great voucher program in the next 2 to 3 or 5 years, 90 percent of the kids in America go to school in public schools and there will never be enough vouchers or enough private school slots to cure the problem of the future work force of America. You have to make the public school system work. It is very simple.

And the only way to do that in my judgment is to empower those systems at the local level with a level of accountability that is unprecedented. That means allowing principals to hire people and fire people who do not perform. It means shutting down schools that do not work after they have been given an opportunity to work. It means being realistic about putting values into the school system after all of this namby-pamby value neutrality that entered our system in the last 25 years, where lawyers seem to have precedence over teachers and principals and parents in making decisions about who should be expelled and who should not and who should be held accountable.

So, I think that there is a lot for us to chew on, and most of it is just a question of recognizing common sense and being willing to embrace common sense. And there is a lot of common sense in this country and there are a lot of school systems that practice that common sense today.

I hope we can build a bipartisan coalition. Maybe this Committee is a great place to do so. We have a great tradition of doing that in this Committee and I hope we can do that out of these hearings. But I think it is wonderful that we are going to listen to you folks in the small business world and elsewhere to help us understand what we can do about the work force, itself, and some of the things we might focus on and pay attention to from the small business perspective.

This is a little different angle for us. We are usually looking at tax returns or tax incentives or small business investment incentives or other kinds but, frankly, this is where it gets most important and most critical to us—the quality of the people who are out there to both work in the businesses as well as to create them.

Mr. Chairman, I am glad we are having this hearing.

Thank you.

[The prepared statement of Senator Kerry follows:]

PREPARED STATEMENT OF SENATOR JOHN F. KERRY, RANKING MEMBER
Senate Committee on Small Business
Hearing Entitled
"Education Success = Business Success"
May 25, 1999

Chairman Bond, I want to thank you for agreeing to hold this hearing to talk about what I think we are all beginning to agree is the most important business issue in facing every industrialized country in the world. You know, we talk a lot in this Committee and in the Senate about some really critical issues of importance to the business community -- whether it's Y2K, opening new markets for American firms, trying to reduce the tax burden on small businesses to free up capital for investment -- all of these issues, critical. It's been my pleasure over these last fifteen years here to work with our small businesses in an effort to create the kind of business climate within which we can be fiscally responsible and entrepreneurial at the same time, within which we can play to the great strengths of the mosaic of our nation.

I'm encouraged above all else, that this hearing suggests to me that we're realizing that all of these efforts to broaden and strengthen our businesses, to put the United States in the position we're in today -- a stock market over 10,000, six years of uninterrupted economic growth, lowest misery index in a generation, highest rate of home ownership, highest rate of business start-ups by women, the remarkable way in which our high tech economy is taking off -- industry leaders in their twenties and early thirties driving thousands of start-up ventures in computers -- all of these indicators of economic prosperity can disappear overnight, or become merely nostalgic -- if we don't get serious about education in this country.

And Mr. Chairman, I would suggest, respectfully, that the stakes are even higher in this debate than we might realize: this dialogue today is absolutely vital not just to the future of our economy -- but to the global economy. We're living in a world where every global competitor is having this same conversation at this very moment. When I was in Davos, Switzerland early this year, what I heard from leaders of government and industry from all around the world, is that every industrialized country -- whether it's Tony Blair's Great Britain, Gerhard Schroeder's Germany, or Massimo D'Alema's Italy -- is recognizing that their capacity to gain an economic foothold in the new economy is going to be inextricably bound to the products of their schools -- to the kids who will drive the global economy from their laptops and their p.c.'s, to the kids who will lead this economy on the shop floor and in factories where the term wired worker itself is becoming redundant.

And it's time we start that conversation here, in this committee dedicated to promoting the interests of the companies that create 76% percent of all new jobs in this economy -- the companies who tell us that finding qualified workers is priority number one: America's small businesses.

And Mr. Chairman, I think the statistics -- the real measurement of what's happening on the ground in the United States -- tells us far more about why the small business community is coming to the conclusion more urgently than ever before that the business of business is education.

What can you say about tomorrow's workforce?

Well, the Organization for Economic Cooperation and Development released a study in November showing that the United States, once the world leader in high-school graduation among industrialized nations, now trails 22 nations and leads only one -- Mexico.

In New York City, only 48 percent of students who start high school will graduate four years later.

They released the Third International Mathematics and Science Study which showed that American students -- by the time they reach the senior year of high school -- lead only Cyprus and South African in science and math -- and in too many schools, in too many states, student achievement declines over time.

Then there's reading scores -- scores that inched up a tiny bit last year -- but which are still lower in 1998 than they were in 1992.

Three months ago an Education Week survey of urban schools found that most 4th graders cannot read and understand a simple children's book and most 8th graders can't use arithmetic to solve a practical problem.

What is all of this doing to public confidence in our public school system? Well, let me tell you, when Public Agenda surveyed 450 employers in New York City, they found that 86% of employers said that a high school diploma is no guarantee that a typical student has learned even the basics, and only 7% believe students from the public schools had learned the skills they need for the working world.

And what about students who go on to college? In New York City, you could visit the City Universities of New York, where a majority of freshmen fail all three placement tests in reading, writing, and math. At California State University schools, 47% of students are in remedial English; and at the University of Texas, 54% of the students are taking classes in basic skills. In the northeast, on the west coast, in the southwest -- everywhere you go -- we're facing a national crisis.

Make no doubt, small business is telling this Senate that we've got to take action to reverse this course in the place where fifty million children are being educated, the place where 90% of American kids go to school: our public schools.

We've got to break through the gridlock in the Senate -- the temptation to talk past each other -- for one side to embrace school construction and hiring more teachers to deal with the overcrowding in our classrooms -- but to shy away from the tougher questions about teacher quality, issues of accountability, choice, and competition -- while the other side places all hope for public education in private schools -- knowing full well that there will never be enough private school vouchers in the United States to save a whole generation.

So, I think I know what our small business leaders are telling us today -- and I thank them for their testimony, and for the prodding they are giving the Senate to act -- you're saying that we've got to do things differently when it comes to our public schools. You're saying that unless we want all the businesses of Silicon Valley to come here each year and ask us to approve special visas for workers from around the globe because our workforce isn't capable of meeting the rigors of the new economy, that if we don't want to see our economy lag behind other nations

BEST COPY AVAILABLE

that are willing to provide the commitment to education, then we had better come together around a common-sense agenda of reform.

Mr. Chairman, we're making some progress in education reform -- this year we succeeded in passing Ed Flex, we did a good job in that debate of balancing the twin goals of accountability and flexibility. But we've got to do so much more. Gordon Smith and I have been working to try to narrow the gap between Democrats and Republicans on education, to find a way to advance the basic premises of education reform that unite us, not divide us.

We've built our legislation -- and we hope we are building a better dialogue about our public schools -- by starting with the simple truth that true reform has to empower under performing schools to adopt all the best practices of our nation's best schools -- public, private, charter or parochial. We need to start talking about the simultaneous adoption of decentralized control, site-based management, leadership by effective principals, parental engagement, and high levels of volunteerism in our communities. By demanding greater accountability without overregulation and by investing additional resources, we can enable schools to embrace the long term, constructive strategies needed to improve every aspect of public education, and consequently to raise student achievement.

We're trying to jump-start a discussion about what it will take to modernize teaching for the twenty first century. Two million new teachers must be hired over the next decade -- 60% of them in the next five years. Providing every student with highly qualified teachers should be our highest priority. So what does this require of us? Well, it means we've got to streamline and improve teacher certification, provide college scholarships to attract high achievers into teaching careers, end teacher tenure as we know it to restore accountability, provide mentoring and ongoing education for every teacher, and reward our best teachers by raising their pay. Nothing should focus our attention more than providing students with the best teachers possible.

In the last weeks, as a nation, we've been shocked by the tragedies in Littleton and Atlanta -- and I can only hope that they focused America's attention on the crisis of school violence. These tragedies shed light on a problem, though, that is neither new nor simple; disruption and violence have long been chronic issues of concern to students, parents, and teachers. That is why we advocate providing schools with an alternative path for managing disruptive or violent students. Establishing a competitive grant program for school districts to create "second-chance schools" would help both those students creating disruptions as well as those adversely affected by their behavior. Too many students who play by the rules are kept from learning by violent classmates, and too many violent students are currently thrown onto the streets rather than receiving specialized attention. It's time to equip schools with the tools to establish a range of solutions from short term crisis centers to off-campus alternatives.

These are just some of the questions we know we need to answer -- and I know that your presence here is another reminder of the urgency of it all. Education isn't just an issue of reforming an institution -- it's not just about our public schools -- it's fundamentally a question of what kind of economy we're going to choose to have in the United States. It's a question, literally, of what the United States is going to look like in the new century -- whether this new economy is going to be the vehicle of another American century, or whether we're going to get caught in an empty political debate that holds us back and leaves our children behind. I want to thank you for being on the right side of that question, and I look forward in the coming months to working with you to deliver the best jobs program and economic stimulus package we could ever imagine: real education reform.

Chairman BOND. Thank you, Senator Kerry.

As you know, we have established the precedent in this Committee of being officious inter-meddlers in areas normally beyond our strict jurisdiction. Where it is important to small business we have not feared to tread and it has not always won us a lot of kudos from our colleagues chairing committees that have substantive area jurisdiction, but if we can help on behalf of small business we intend to do that.

With that, now, we would like to turn for our first panel to Mr. Eric Rolfe Greenberg, director of Management Studies from the American Management Association in New York.

Welcome, Mr. Greenberg.

STATEMENT OF ERIC ROLFE GREENBERG, DIRECTOR OF MANAGEMENT STUDIES, AMERICAN MANAGEMENT ASSOCIATION, NEW YORK, NEW YORK

Mr. GREENBERG. Thank you very much, Senator.

The American Management Association, its board of trustees and its president and CEO, Dr. George Weathersby, are grateful for this opportunity to contribute to the Committee's work and pleased that you find the results of our annual survey on workplace testing useful in your deliberations.

The Association's 10,000-member companies, who, together employ one-fourth of the U.S. work force are largely drawn from the top 5 percent of U.S. business organizations but smaller companies are also valued members. In our 1999 survey on workplace testing, 17 percent of participating companies employ fewer than 500 workers nationwide. So, our findings are by no means limited to the Fortune 500.

The AMA questionnaire defines "functional workplace literacy" as "the ability to read instructions, write reports and do arithmetic problems at a level sufficient to perform common workplace tasks." And, by this definition, 36 percent of job applicants tested by AMA-member companies in 1998 lacked sufficient reading and/or math skills to do the job they sought.

Among companies employing fewer than 500 workers, nearly half of job applicants, 49.3 percent, were deficient in basic skills. The national deficiency rate of 36 percent is significantly higher than the 23 percent reported last year and nearly doubled the 19 percent rate reported in 1997. That is an extraordinary increase over a short period of time and surely it cannot mean that the number of functional illiterates applying for jobs has nearly doubled in 2 short years. So, one must look for other explanations. Three come immediately to mind.

First, a greater share of employable Americans are working. Unemployment rates are at 30-year lows. When qualified talent is comparatively scarce, companies must sift through a larger number of applicants to find those with the skills necessary to do the work. Thus, as you pointed out, Senator, in some sense the higher deficiency rate, though hardly good news in itself, is a reflection of good news elsewhere, the continuing growth of the economy.

A second reason is the increasing number of job applicants for whom English is a second language, a major factor in English deficiency. For those recently arrived to our shores, the work environ-

ment is perhaps the single most important factor in their cultural learning process and this happens naturally, organically, without classroom instruction. But, obviously, a certain level of English language skills is needed to enter the work force in the first place.

A third explanation, and in my mind the most important, for the higher deficiency rates, has to do with the changing nature of the work that these applicants are seeking. Highly sophisticated technologies in both the manufacturing and service sectors have raised the bar of skills necessary to do the job. Take, for example, a job on a warehouse loading dock.

Today, that warehouse job requires more than heavy lifting if, in fact, it requires any lifting at all not done by vehicles or robotics. Today that warehouse job involves work with hand-held scanners that are part of the company's inventory control or traffic control systems. The training to use these scanners and their actual use on the job requires higher levels of cognitive skills than just simple heaving lifting.

In the manufacturing sector, which reported a 43 percent deficiency rate, the very design and organization of daily work has changed importantly. According to the National Association of Manufacturers 75 percent of those who work in manufacturing companies are themselves "knowledge workers." Low-skilled assembly line jobs have been transformed into highly-skilled technological oversight of robotic operations. The good news here is the increase in worker productivity in which the United States continues to lead the world. The bad news for low-skilled workers is that their assembly line jobs are gone, and gone forever.

These examples should come as no surprise. The Hudson Institute's seminal Work Force 2000 report, published in 1987, saw two lines moving across a graph from 1980 to the year 2000. One of these lines was moving ever upward and that was the share of jobs that would require high levels of cognitive skill. At the same time, another line was moving across the graph ever downward and that was the share of the work force that possessed those high cognitive skills.

In 1997 those two lines crossed, creating shortages in skills at both the high-end and low-end that now have 60 percent of AMA member companies reporting that skilled manpower is scarce, not abundant, not adequate, but scarce.

So, the current combination of near-to-full employment, leaving fewer qualified workers in the applicant pool, the newly-arrived immigrant population, and the changing nature of the jobs themselves, best explains the dramatic increase in deficiency rates reported by AMA member companies.

Now, what solutions are available? The answer, of course, is training and skill development, but in the area of basic literacy and math skills, organizations in recent years are doing less training, not more. In 1993, 24 percent of surveyed companies sponsored remedial training for employees; today the figure is 15 percent and going down. So, in the face of these current skill shortages, an increasing number of companies are finding it necessary to hire skills-deficient workers and give them on-the-job training in reading and math.

Solutions also involve ongoing support of local elementary and secondary education but to be effective, schools must be as adaptable to changing needs as businesses must be to stay competitive. If schools are to turn out employable workers, local employers must help them adapt to the changing needs of the workplace.

The second approach recognizes that the world in which these younger workers have grown up places a lesser premium on the written word than did generations of their parents and grandparents. Video and audio communication are their familiar elements: A world of icons, moving patterns and push-button responses. You can see this at your local McDonald's or Burger King: The cash registers don't have words or numbers on them, they simply have icons of hamburgers, french fries, and soda. And that is a move toward the workers whose world is one of icons, moving patterns, et cetera.

Again, I point out that the bad news of higher deficiency rates in basic reading and math skills is, in some way, an offspring of the good news of an expanding economy, near-full employment and ingenious applications of macro- and micro-technology. And it is very good news to learn in the face of advances in automation and robotics that threatened a workplace without workers, that people are still in demand.

Thank you.

[The prepared statement and attachments of Mr. Greenberg follow:]

NEWS Research Reports

HEARINGS OF THE U.S. SENATE COMMITTEE ON SMALL BUSINESS
MAY 25, 1999

ERIC ROLFE GREENBERG
DIRECTOR OF MANAGEMENT STUDIES
AMERICAN MANAGEMENT ASSOCIATION

OPENING STATEMENT

The American Management Association, its Board of Trustees, and its President and CEO, Dr. George Weathersby, are grateful for this opportunity to contribute to the committee's work and pleased that you find the results of our annual survey on workplace testing useful in your deliberations.

The AMA offers its knowledge to the worldwide management community in businesses large and small. The Association's 10,000 member companies, who together employ one-fourth of the U.S. workforce, are largely drawn from the top five percent of U.S. business organizations, as measured by number of employees or by annual gross sales or budget. But smaller companies are also valued members. In our 1999 survey on workplace testing, 17% of participating companies employ fewer than 500 workers nationwide, and 13% of participating worksite locations have fewer than 100 employees. So our findings are by no means limited to the **Fortune** 500 or to mega-companies with global reach.

Questions about testing in basic literacy and math skills comprise one component of AMA's annual workplace testing survey. The questionnaire defines "functional workplace literacy" as "the ability to read instructions, write reports, and do arithmetic problems at a level sufficient to perform common workplace tasks."

By this definition, thirty-six percent of job applicants tested by AMA-member companies in 1998 lacked sufficient reading and/or math skills to do the job they sought. While we found no direct correlation between organizational size and reported deficiency rates, we did find that the smaller companies among our respondents – those employing fewer than 500 workers nationwide, or grossing less than $10 million annually – had deficiency rates well above the national average. Among companies employing fewer than 500 workers, nearly *half* of job applicants tested – 49.3% -- were deficient in basic skills.

AMERICAN MANAGEMENT ASSOCIATION
1601 BROADWAY, NEW YORK, NY 10019-7420 212.903.8052 212.903.8083 www.amanet.org/research

The national deficiency rate of 36% is significantly higher than the 23% reported last year and nearly double the 19% rate reported in 1997. That is an extraordinary increase over a short period of time. Surely it *cannot* mean that the number of functional illiterates applying for jobs has nearly doubled in two short years. So one must look for other explanations. Three come to mind immediately.

First, a greater share of *employable* Americans are working. Unemployment rates are at thirty-year lows. More so than in any recent year, Americans who *want* to work and have the *skills* to work have *found* work. It seems a fair assumption, then, that the pool of qualified job *applicants* is somewhat smaller than in prior years. When qualified talent is comparatively scarce, companies must sift through a larger number of applicants to find those with the skills necessary to do the work. Thus in some sense the higher deficiency rate, though hardly good news in itself, is a reflection of good news elsewhere – the continuing growth of the economy, the continuing employment opportunities offered by that growth.

A **second** reason is the increasing number of job applicants for whom English is a second language – a major factor in English deficiency. For those recently arrived to our shores, the work environment is perhaps the single most important factor in their cultural learning process. It is at work, side by side with the sons and daughters of earlier immigrants, that the newest Americans learn not only the language but also the manners and mores of modern American life. This happens naturally, organically, without classroom instruction. But obviously, a certain level of English language skills is needed to enter the workforce in the first place.

A **third** explanation for the higher deficiency rate has to do with the changing nature of the work that these applicants are seeking. Highly sophisticated technologies in both the manufacturing and service sectors have raised the bar of skills necessary to do the job. To put it simply, low-skilled work "ain't what it used to be." Take, for example, a job on a warehouse loading dock. Not long ago, such a job required a strong back and a willing frame of mind, and little else in the nature of job skills. But today the same job requires more than heavy lifting – if, in fact, it requires any lifting not done by vehicles or robotics. Today, that warehouse job involves work with hand-held scanners that are part of the company's inventory control or traffic control systems. The training to use these scanners, and their actual use on the job, require higher levels of cognitive skills than does simple heavy lifting.

Another example is one that those of us who travel encounter when we return our rented cars. Attendants now furnish us with credit card receipts as we step out of our cars in the parking lot. Again, technology in the form of hand-held computer terminals allows us to take advantage of this time-saving service. But the men and women who provide that service need a higher level of skills than used to be the case, when their jobs consisted of driving the rentals from here to there. Once again, a job formerly classified as "low-skilled" has been upgraded – to the disadvantage of those who lack the reading and math levels to receive the training and perform the job.

BEST COPY AVAILABLE

In the manufacturing sector, which reported a 43% deficiency rate, well above the national average, the very design and organization of the daily work has changed importantly. According to the National Association of Manufacturers, 75% of those who work in manufacturing companies are themselves "knowledge workers." Low-skilled assembly-line jobs have been transformed into high-skilled technological oversight of robotic operations. The good news here is the increase in worker productivity, in which the US continues to lead the world. The bad news for low-skilled workers is that their assembly jobs are gone, and gone forever.

These examples should come as no surprise. The Hudson Institute's seminal **Workforce 2000** report, published in 1987, saw two lines moving across a graph from 1980 through the year 2000. The first of these lines was moving ever upward – the share of jobs that would require high levels of cognitive skills. The second line, though, was moving in the other direction, ever downward: the share of the workforce population that possessed those necessary cognitive skills.

Essentially, these two lines crossed in 1997, when the share of jobs requiring high skill sets began to exceed the number of workers qualified to perform them. This created the current skills shortages that found 60% of AMA-member companies reporting that in the industries and functions from which they recruit, the availability of skilled manpower was scarce – not abundant, not adequate, but scarce. And 67% see the shortages continuing for the foreseeable future.

The current combination of near-to-full employment, leaving fewer qualified workers in the applicant pool for new jobs, the newly-arrived immigrant population, and the changing nature of the jobs themselves best explains the dramatic increase in deficiency rates reported by AMA's member companies.

I emphasize that the AMA questionnaire does NOT set an absolute standard for functional workplace literacy, such as grade levels or percentiles of a national population. It asks instead, "How many applicants were tested for basic reading and math skills," and "How many were found deficient?" – deficient, that is, in the skills necessary to do the job the applicants sought. Nor does the questionnaire limit its queries to entry-level workers or first-time job applicants – although it is a fair assumption that a majority of those tested fall into those categories.

What solutions are there for companies that have work that needs doing, but no workers with sufficient skills to do it? The answer, of course, is training and skill development. But in the arena of basic literacy and math skills, organizations in recent years are doing less, not more. Remedial programs have been targets of cost cutting. In 1993, 24% of surveyed firms sponsored remedial reading or math training for employees. Today, the figure is 15%, and the trend is downward. Among smaller firms, only ten percent give remedial training to skills-deficient employees.

Now, in the face of the current skills shortage, an increasing number of companies are finding it necessary to hire skills-deficient workers and give them on-the-job training in reading and math. Nine percent of all surveyed firms, and twelve percent of manufacturers, now take this course, nearly double the number that pursued the same policy as recently as 1997.

Remedial training by employers is the most obvious and, at present, the most readily available tactic to alleviate the skills shortage. But there are two other approaches that ought to be considered.

The first is ongoing support of local elementary and secondary education by the business community. Partnerships of this kind are flourishing in various areas of the country, but they are by no means widespread nor uniform in the commitment that both sides bring to the table. To be effective, schools must be as adaptable to changing needs as businesses must be to stay competitive. The skill levels that guaranteed employment earlier in this decade do not carry the same warranty today and will not do so tomorrow. If schools are to turn out employable workers, local employers must help them adapt to the changing needs of the workplace.

The second approach recognizes that the world in which younger workers have grown up places a lesser premium on the written word than did the generations of their parents and grandparents. Video and audio communication are their familiar elements – a world of icons, moving patterns, and push-button responses. Already, retail operations have moved towards these younger workers with imaginative uses of new technologies. You need go no further than a local Macdonald's or Burger King to see an example. Their cash registers have no words or letters – merely icons of hamburgers, beverage cups, and containers of side orders. Job training can take advantage of the same technologies to communicate with younger workers in the visual and oral languages they best understand.

Again I point out that the bad news of higher deficiency rates in basic reading and math skills is in some ways an offspring of the good news of an expanding economy, near-full employment, and ingenious applications of macro and microtechnology. And it is very good news to learn, in the face of advances in automation and robotics that threatened a workplace without workers, that people are still in demand.

BEST COPY AVAILABLE

News

AMERICAN MANAGEMENT ASSOCIATION

FOR IMMEDIATE RELEASE

Contact: **Eric Rolfe Greenberg**
Director of Management Studies
212-903-8052
egreenberg@amanet.org

More than One-Third of Job Applicants Deficient in Reading & Math Skills, Says American Management Association Survey

"Skills Shortage" Boosts Remedial Training of New Hires; Share of Firms Using Psychological Tests Falls

NEW YORK, April 12 – Thirty-six percent of job applicants tested by major U.S. firms in 1998 lacked sufficient reading and math skills to do the job they sought, up from 23 percent in 1997 and 19% in 1996, according to the American Management Association's annual survey on workplace testing released today.

Faced with a continuing skills shortage in an expanding economy, companies were more willing to hire skills-deficient applicants and train them in remedial programs, the survey found. While the share of firms testing applicants for reading and math literacy (34%) and for specific job skills (62%) matched previous year's levels, the share using psychological profiling for applicants dropped to 39% from 52% in 1998.

Among 1,054 AMA-member companies surveyed, applicant deficiency rates were highest in the wholesale and retail sectors (56%) and among manufacturers (43%), lowest among providers of financial services (23%) and business and professional services (29%).

"The sharp increase in the deficiency rate is not evidence of a 'dumbing down' of the incoming workforce," said the AMA report. "Instead, it testifies to the higher skill levels required in today's workplace where new technologies have raised the bar for job applicants in terms of literacy and math."

"Also, when a rapidly expanding economy creates a 'skills shortage,' employers may find it necessary to test a greater number of applicants to find qualified workers," the report continued. Survey respondents tested 165,684 applicants in 1998 and 58,867, or 35.5% were found deficient.

AMA Workplace Testing Survey

Nine percent of surveyed firms say they now hire applicants whose tests show deficiencies and enter them in remedial training programs, an increase from seven percent in 1998 and 5 percent in 1997, the survey found. Remedial programs, victims of cost cutting initiatives earlier in the decade, are now offered in 14.5% of participating companies, virtually identical to the 14.4% found in 1998 but down dramatically from 24% in 1993.

In specific job skills, 46% of firms test applicants in typing and data entry, 37% in word processing, and 28% in spreadsheet and data processing software. Only 21% test for professional proficiency in such areas as engineering, accounting, or marketing. The 1999 levels are at or near those found in previous years.

But use of psychological measurement tools for applicants plunged to 39% of surveyed firms after rising significantly from 42% in 1997 to 52% in 1998. In specific areas, the use of interest inventories dropped to 8% from 13% in 1998, managerial assessments to 12% from 23%, and personality measurements to 15% from 25%.

"While the share of firms employing various forms of psychological measurements rose from 1997 to 1998, their average importance ratings fell in every category over the same span," according to Eric Rolfe Greenberg, AMA's director of management studies, who directs the Association's annual survey. "We saw increased use, but lower satisfaction with the results. By 1999, companies were cutting back.

"But a case could be made that the skills shortage is so severe that companies simply decided to skip the process altogether," Greenberg added.

Job skills testing and psychological measurements are not limited to job applicants, the survey reported. Four out of ten companies (41%) employ job skills testing for current workers for purposes of evaluation, career development, or training assessments. Also, 31% use psychological measurement tools to evaluate employees, a lower figure than the 36% found in 1998 but not so severe a drop as was seen in applicant testing.

The American Management Association is a global leader in management development, providing educational forums in best business practices for more than two million executives annually. A not-for-profit membership organization, its 10,000 corporate members employ more than one-fourth of the U.S. workforce and an ever-increasing share of the international management community.

Headquartered in New York City since its founding in 1923, AMA operates management centers in six U.S. cities and fourteen overseas locations including Brussels (Management Centre-Europe), Buenos Aires, Islamabad, Shanghai, Tokyo, and Toronto. Its conferences, seminars, publications, video and CD-ROM products, and web-based offerings constitute the world's largest resource for management education and development.

# # # # #

BEST COPY AVAILABLE

News

From AMA Research

AMERICAN MANAGEMENT ASSOCIATION

1999 AMA Survey on Workplace Testing: Basic Skills, Job Skills, Psychological Measurement

Summary of Key Findings

Basic Skills Testing

Forty-one percent of respondent firms test job applicants in basic literacy and/or math skills, and more than one-third of job applicants tested in 1998 lacked sufficient skills for the positions they sought.

The AMA questionnaire defined "basic skills" as "functional workplace literacy, i.e., the ability to read instructions, write reports, and/or do arithmetic at a level adequate to perform common workplace tasks." The questionnaire does not specifically focus on entry-level positions or on workers newly entering the job market, but rather asks about all applicants to all open positions. However, it is fair to assume that a majority of those tested are applying for entry-level slots.

The share of companies that administer such tests has stayed within the margins of error for each year's sample since 1991, when it measured 38%, the high came in 1993, with 44%, the 1998 figure was 39%. Most companies that test job applicants do so selectively on the basis of job categories rather than test for all open positions. By a slight margin, companies are more likely to test for math skills than for reading and writing levels. Large firms are far more active in basic skills testing than smaller ones.

	All Respondents			Number of Employees (Domestic U.S.)				
	1997	1998	1999	Less Than 500	500-999	1,000-2,499	2,500-9,999	10,000 or more
Literacy Testing:								
All job applicants	11%	12%	11%	12%	11%	6%	9%	17%
Selected job categories	24%	21%	23%	18%	18%	23%	30%	33%
Total Literacy Testing	35%	33%	34%	30%	29%	29%	39%	50%
Math Testing:								
All job applicants	9%	7%	8%	10%	10%	5%	7%	12%
Selected job categories	29%	28%	29%	22%	25%	33%	34%	37%
Total Math Testing	38%	35%	37%	33%	35%	38%	41%	49%
Total Basic Skills Testing	**42%**	**39%**	**41%**	**37%**	**37%**	**42%**	**46%**	**54%**

The deficiency rate – the share of applicants tested who lacked the skills necessary to perform the jobs they sought – rose significantly in 1998.

	1996	1997	1998	Manuf.	Financial Services	Whlsale & Retail	Business & Prof Services	Other Services
Applicants tested	171,802	166,506	165,684	31,128	13,520	7,315	13,090	99,678
Found deficient	32,392	37,965	58,867	13,327	3,058	4,074	3,800	34,140
Deficiency rate	**18.9%**	**22.8%**	**35.5%**	**42.8%**	**22.6%**	**55.6%**	**29.0%**	**34.3%**

The sharp increase in the deficiency rate is not evidence of a "dumbing-down" of the incoming workforce; instead, it testifies to the higher skill levels required in today's workplace, especially in manufacturing and in the wholesale and retail segments of the economy. There, new technologies have raised the bar for job applicants in terms of literacy and math – an outcome predicted in the mid-'80s by the Hudson Institute's seminal **Workforce 2000** report. Also, when a rapidly expanding economy creates a "skills shortage," as is the current case, employers may find it necessary to test a greater number of applicants to find qualified workers.

1601 Broadway, New York, NY 10019-7420
TEL: 212.903.8052 FAX: 212.903.8404 WWW: http://www.amanet.org

Atlanta • Boston • Brussels • Buenos Aires • Chicago • Dubai* • Hamilton, NY • Hong Kong* • Islamabad* • Istanbul* • Jakarta* • Johannesburg* • Kansas City • Mexico City* • New York • San Francisco • Saranac Lake, NY • Shanghai • Singapore* • Taipei* • Tokyo • Toronto* • Washington, DC
*Affiliated Centers

The same circumstances may explain why the share of companies that hire skills-deficient applicants and train them in remedial programs has doubled since 1997, and is especially high in the manufacturing sector

Action on skills-deficient applicants:	1997	1998	1999	Manuf.	Financial Services	Whlsale & Retail	Business & Prof. Services	Other Services
Hired, assigned to obligatory remedial training	2 6%	2 9%	5 3%	7 4%	0 0%	0 0%	0 0%	3 9%
Hired, offered voluntary remedial training	2 1%	3 6%	3 4%	4 4%	0 0%	0 0%	0 0%	2 9%
Other action	8 3%	5 5%	6 8%	8 1%	12 5%	14 3%	0 0%	4 9%
Not hired	84 4%	85 4%	87 2%	81 6%	100 0%	85 7%	100 0%	92 2%

Percentages are of firms that test applicants for basic skills. Columns may not total 100% due to multiple answers

Remedial programs were victims of mid-'90s cost cutting initiatives; from a high point of 24% of respondents in1993, the share of companies sponsoring such programs dropped to 18% in 1997 and to 14 5% in the present (1999) survey. Some 13% of firms offer remedial training in literacy, 10% in math skills. In more than half the programs (52%), remedial training is paid time for trainees, in 45%, unpaid time. Companies with such programs trained an average of 42 employees in 1998, at an average cost of $289 per trainee.

Job Skills Testing

Seven out of ten respondent firms engage in various forms of job skill testing, which differs from basic skills testing in its focus on skills and competencies necessary to perform specific job tasks. Sixty-two percent require such tests of job applicants; 41% use them to gauge current employees.

The AMA questionnaire added queries on job skill testing in 1997 as part of a major revision of its workplace testing questionnaire. The year-to-year findings are within the margins of error for each year's sample.

Job Skill Testing	1996	1997	1998	Manuf.	Financial Services	Whlsale & Retail	Business & Prof. Services	Other Services
Applicant Testing:								
All job applicants	7 0%	5 2%	6 1%	7%	4%	0%	2%	6%
Selected job categories	53 6%	52 7%	56 3%	49%	68%	53%	57%	63%
Total Applicant Testing	60 6%	54 9%	62 3%	56%	72%	53%	60%	69%
Employee Testing (Purpose):								
Evaluation	21 5%	18 8%	23 1%	26%	20%	23%	17%	21%
Career Development	15 8%	14 2%	22 2%	23%	20%	23%	26%	21%
Training	25 5%	20 3%	25 1%	28%	28%	21%	19%	23%
Total Employee Testing	38 3%	34 2%	40 9%	44%	36%	42%	38%	39%
Total Job Skill Testing	**68 3%**	**64 8%**	**70 9%**	**66%**	**76%**	**68%**	**68%**	**77%**

The financial services sector lead in job skill testing (banks, brokerages, insurance providers and underwriters, and real estate brokers and developers). Public administration entities, covered by civil service regulations, are also heavy users of such tests, they are included in "other services" in these tables.

The greater share of this testing covers basic administrative job tasks. Only one company in five administers tests in professional proficiencies such as accounting, engineering, or marketing skills. For the most part, companies *assume* an applicant's professional proficiency by dint of degrees, certifications, or prior experience.

Specific Skills Sets -- Applicants	1996	1997	1998	Manuf.	Financial Services	Whlsale & Retail	Business & Prof. Services	Other Services
Typing & Data Entry	46 1%	43 3%	46 1%	36%	68%	42%	49%	56%
Word Processing Software	35 2%	31 7%	37 0%	31%	36%	42%	38%	44%
Spreadsheet/Data Proc. Software	25 4%	22 9%	27 6%	23%	28%	34%	23%	33%
Professional Proficiency	23 1%	20 3%	21 3%	18%	20%	19%	19%	25%

BEST COPY AVAILABLE

Specific Skill Sets - Employees								
Typing & Data Entry	24.8%	20.3%	23.1%	22%	32%	21%	21%	25%
Word Processing Software	19.5%	15.2%	18.2%	18%	20%	17%	15%	19%
Spreadsheet/Data Proc. Software	14.9%	11.4%	15.1%	15%	20%	13%	9%	16%
Professional Proficiency	15.5%	14.1%	17.5%	15%	8%	21%	26%	19%

Psychological Measurement

Forty-six percent of respondent firms employ some form of psychological measurement. Unlike the case with job skill testing, almost as many firms use psychological tests to evaluate current employees (31%) as job applicants (39%). The 1999 total is lower than the 1998 and 1997 survey findings, and the drop from 1998 to 1999 is just outside of the margins of error for the respective samples. Financial services providers lead in applicant testing, by a wide margin; wholesalers and retailers are most active in testing current employees.

The questionnaire listed five specific categories of psychological measurement, and asked respondents to rate the importance of each form on a five-point scale. The average ratings in the table below come from users of the indicated form of measurement.

	1997 Use	Avg Rating	1998 Use	Avg Rating	1999 Use	Avg Rating
Cognitive Ability - spatial, verbal, math						
Applicant Testing	26.0%	4.05	32.4%	3.91	20.3%	4.00
Employee Testing	15.1%	4.04	17.6%	3.91	12.9%	4.14
Combined Total	27.9%		33.9%		23.3%	
Interest Inventories - career paths						
Applicant Testing	7.7%	3.26	13.4%	2.88	7.7%	3.16
Employee Testing	15.1%	3.31	10.7%	3.20	7.1%	3.50
Combined Total	11.1%		16.6%		10.8%	
Managerial Assessments						
Applicant Testing	16.0%	4.08	22.9%	3.90	11.8%	4.02
Employee Testing	13.2%	4.05	18.2%	3.92	11.4%	4.09
Combined Total	20.2%		26.7%		15.6%	
Personality Measurements						
Applicant Testing	16.8%	3.91	25.3%	3.81	15.1%	3.82
Employee Testing	10.4%	3.82	15.1%	3.73	9.3%	3.70
Combined Total	19.3%		27.6%		17.6%	
Physical Simulation of Job Tasks						
Applicant Testing	11.6%	3.97	18.9%	3.91	10.7%	4.20
Employee Testing	5.8%	4.05	10.2%	3.72	6.5%	4.18
Combined Total	13.0%		20.1%		12.2%	
Combined Totals - All Forms	**50.9%**		**53.9%**		**45.7%**	

[Combined totals include forms of psychological measurement not specifically listed on the AMA questionnaire]

It is worth noting that while the share of firms employing various forms of psychological measurements **rose** from 1997 to 1998, the average importance ratings in every category **fell** from the previous year's levels. These findings would support the following scenario: faced with the need to expand their workforces in a growing economy, companies increased their use of psychological measurement tools in 1996-97, but, finding those tools less than satisfactory, made lesser use of them through 1998 and into 1999. An alternative scenario would assert that the skills shortage was so severe in 1998 that companies made less use of any form of measurement in their need to fill open positions – but that scenario runs counter to the 1998 **increase** in job skill testing reported above.

Among testing formats, the interview or interpersonal exchange remains most widely used. As listed in the AMA questionnaire, the interview does not include any and all job interviews, but rather those specifically designed to create a psychological profile – for example, a behavioral event interview. The small number of firms that use role playing and event staging value the results highly, as indicated by their average ratings on a five-point scale (see table below). The two formats differ importantly. In *role playing*, the person being tested is aware of the nature of the test and plays an assigned role; in a *staged event* the individual is, at least hypothetically, unaware of the nature of the test or even of the fact that he or she is being tested at all.

	1997 Use	Avg Rating	1998 Use	Avg Rating	1999 Use	Avg Rating
Written Examinations						
Applicant Testing	27.3%	4.08	36.0%	4.00	27.3%	4.01
Employee Testing	18.8%	3.90	21.8%	4.00	17.9%	4.02
Combined Total	30.7%		38.3%		30.0%	
Computerized Testing						
Applicant Testing	10.8%	3.95	17.8%	3.86	12.2%	3.90
Employee Testing	7.4%	3.74	10.0%	3.92	8.0%	3.99
Combined Total	12.8%		19.4%		13.8%	
Role Playing						
Applicant Testing	7.6%	4.02	11.6%	3.42	5.6%	4.17
Employee Testing	5.1%	3.74	7.5%	3.66	3.6%	4.08
Combined Total	8.8%		13.4%		6.5%	
Event Staging						
Applicant Testing	2.4%	3.44	5.7%	2.64	1.1%	4.00
Employee Testing	1.3%	4.40	3.4%	3.03	1.6%	4.33
Combined Total	3.1%		6.3%		1.9%	
Interviews						
Applicant Testing	32.0%	4.49	40.7%	4.46	29.8%	4.44
Employee Testing	19.3%	4.31	23.8%	4.36	17.0%	4.36
Combined Total	34.3%		42.8%		31.7%	

About this Survey

The 1999 AMA questionnaire on workplace testing was mailed in January 1999 to human resources managers in AMA-member companies. By March 31, 1,054 usable responses were returned, forming current database. The margin of error for the whole sample is ±3.5%; for subsets the margins increase as their sizes decrease.

The sample accurately mirrors AMA's corporate membership of 10,000 organizations, who together employ one-fourth of the U.S. workforce. Because AMA corporate members are largely drawn from midsized and large companies the data does not accurately reflect policies and practices in the U.S. economy as a whole, where smaller firms predominate.

Although the year-to-year samples are not identical – the annual AMA survey is not a longitudinal study – the yearly samples are sufficiently similar to allow statistically valid comparisons. The samples for the past three years present this profile:

Number of Employees (U.S.)	1997	1998	1999
Fewer than 100	3.4%	3.1%	2.3%
100 to 499	13.0%	11.6%	12.5%
500 to 999	11.2%	12.6%	13.3%
1,000 to 2,499	15.3%	14.1%	18.7%
2,500 to 9,999	12.8%	15.9%	15.0%
10,000 or more	8.6%	9.4%	7.4%
Not reported	35.8%	33.3%	32.8%

Business Category	1997	1998	1999
Manufacturing	43.5%	47.4%	44.1%
General Services – for profit	24.6%	18.3%	24.3%
General Services – nonprofit	15.5%	13.2%	17.4%
Business & Professional Svcs	4.9%	7.4%	4.5%
Financial Services	4.5%	5.2%	2.4%
Wholesale & Retail	4.9%	5.6%	5.0%
Public Administration	1.4%	1.7%	1.2%
Not reported	0.7%	1.2%	1.1%

Annual Sales	1997	1998	1999
Less than $10 million	13.2%	9.6%	6.8%
$10 million to $49 million	17.3%	18.5%	13.6%
$50 million to $249 million	26.5%	26.3%	30.4%
$250 million to $499 million	12.3%	12.4%	11.1%
$500 million to $999 million	7.2%	8.4%	7.9%
$1 billion or more	13.1%	13.7%	13.0%
Not reported	10.4%	11.1%	11.2%

Geographical Region	1997	1998	1999
New England	6.7%	4.6%	5.4%
Mid Atlantic	14.7%	16.9%	16.2%
South	14.6%	13.4%	17.0%
Midwest	27.6%	27.6%	31.4%
Southwest & West	11.9%	10.0%	9.4%
Pacific	12.9%	13.1%	11.2%
Not reported	11.6%	14.4%	9.4%

Copyright © 1999 American Management Association, New York, New York, USA

BEST COPY AVAILABLE

American Management Association
1999 Workplace Testing Survey

27

Basic Skills: Testing & Training

22

Copyright © 1999 American Management Association, New York, New York USA

Table BASIC *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

BASIC. Overall Basic skills testing for job applicants:

	TOTAL	<-----Employees At Your Location----->					<----Employees At All Locations---->					<-----Sales----->				
		Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	Fewer Than 499	500 to 999	1,000- 2,499	2,500- 9,999	More than 10K	$9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	1054	150	222	199	197	189	156	140	176	158	78	72	207	320	117	83	137
	100.0	14.2	21.1	18.9	18.7	17.9	14.8	13.3	16.7	15.0	7.4	6.8	19.6	30.4	11.1	7.9	13.0
TOTAL ANSWER	433	50	80	78	92	91	58	52	74	73	42	21	84	118	48	45	65
	100.0	11.5	18.5	18.0	21.2	21.0	13.4	12.0	17.1	16.9	9.7	4.8	19.4	27.3	11.1	10.4	15.0
NO ANSWER	621	100	142	121	105	98	98	88	102	85	36	51	123	202	68	38	72
	100.0	16.1	22.9	19.5	16.9	15.8	15.8	14.2	16.4	13.7	5.8	8.2	19.8	32.5	11.0	6.1	11.6
Literacy	353	42	67	60	70	81	47	41	51	62	38	16	69	95	42	34	58
	100.0	11.9	19.0	17.0	19.8	22.9	13.3	11.6	14.4	17.6	10.8	4.5	19.5	26.9	11.9	9.6	16.4
Math	395	47	71	71	84	83	51	49	66	65	38	20	76	105	45	39	62
	100.0	11.9	18.0	18.0	21.3	21.0	12.9	12.4	16.7	16.5	9.6	5.1	19.2	26.8	11.4	9.9	15.7
Math or Literacy (At least one)	433	50	80	78	92	91	58	52	74	73	42	21	84	118	48	45	65
	100.0	11.5	18.5	18.0	21.2	21.0	13.4	12.0	17.1	16.9	9.7	4.8	19.4	27.3	11.1	10.4	15.0

BEST COPY AVAILABLE

28

23

Table Q1AS6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q1AS6. Basic skills testing for job applicants. Literacy testing.

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<-----Employees At All Locations-----> Fewer than 100	100 to 499	500 to 999	1,000 to 2,499	2,500 to 9,999	More than 10K	<-----Sales-----> To $9.9M	$10M-$49M	$50M-$249M	$250M-$499M	$500M-$999M	$1B OR MORE
TOTAL	1054 100.0 100.0	150 100.0 14.2	222 100.0 21.1	199 100.0 18.9	197 100.0 18.7	189 100.0 17.9	156 100.0 14.8	140 100.0 13.3	176 100.0 16.7	158 100.0 15.0	78 100.0 7.4	71 100.0 6.8	207 100.0 19.6	320 100.0 30.4	117 100.0 11.1	83 100.0 7.9	137 100.0 13.0
TOTAL ANSWER	920 87.3 100.0	133 88.7 14.5	190 85.6 20.7	174 87.4 18.9	173 87.8 18.8	167 88.4 18.2	134 85.9 14.6	127 90.7 13.8	158 89.8 17.2	142 89.9 15.4	69 88.5 7.5	62 86.1 6.7	178 86.0 19.3	282 88.1 30.7	104 88.9 11.3	73 88.0 7.9	124 90.5 13.5
NO ANSWER	134 12.7 100.0	17 11.3 12.7	32 14.4 23.9	25 12.6 18.7	24 12.2 17.9	22 11.6 16.4	22 14.1 16.4	13 9.3 9.7	18 10.2 13.4	16 10.1 11.9	9 11.5 6.7	10 13.9 7.5	29 14.0 21.6	38 11.9 28.4	13 11.1 9.7	10 12.0 7.5	13 9.5 9.7
All applicants	111 10.5 100.0	15 10.0 13.5	31 14.0 27.9	17 8.5 15.3	22 11.2 19.8	22 11.6 19.8	19 12.2 17.1	16 11.4 14.4	10 5.7 9.0	14 8.9 12.6	13 16.7 11.7	3 4.2 2.7	26 12.6 23.4	31 9.7 27.9	18 15.3 16.2	7 8.4 6.3	13 9.5 11.7
Some applicants	242 23.0 100.0	27 18.0 11.2	36 16.2 14.9	43 21.6 17.8	48 24.4 19.8	59 31.2 24.4	28 17.9 11.6	25 17.9 10.3	41 23.3 16.9	48 30.4 19.8	26 33.3 10.7	13 18.3 5.4	43 20.8 17.8	64 20.0 26.4	24 20.5 9.9	27 32.5 11.2	43 31.4 17.8
No applicants	567 53.8 100.0	91 60.7 16.0	123 55.4 21.7	114 57.3 20.1	103 52.3 18.2	86 45.5 15.2	87 55.8 15.3	86 61.4 15.2	107 60.8 18.9	80 50.6 14.1	30 38.5 5.3	46 63.6 8.1	109 52.7 19.2	187 58.4 33.0	62 53.0 10.9	39 47.0 6.9	68 49.6 12.0

29

BEST COPY AVAILABLE

Table Q18S6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q18S6. Basic skills testing for job applicants. Math testing.

	TOTAL	<-----Employees At Your Location-----> Fewer than 99	100 to 249	250 to 499	500 to 999	More than 1000	<-----Employees At All Locations-----> Fewer than 499	500 to 999	1,000-2,499	2,500-9,999	More than 10K	<----------Sales----------> To $9.9M	$10M-$49M	$50M-$249M	$250M-$499M	$500M-$999M	$1B OR MORE
TOTAL	1054 100.0 100.0	150 100.0 14.2	222 100.0 21.1	199 100.0 18.9	197 100.0 18.7	189 100.0 17.9	156 100.0 14.8	140 100.0 13.3	176 100.0 16.7	158 100.0 15.0	78 100.0 7.4	72 100.0 6.8	207 100.0 19.6	320 100.0 30.4	117 100.0 11.1	83 100.0 7.9	137 100.0 13.0
TOTAL ANSWER	928 88.0 100.0	132 88.0 14.2	188 84.7 20.3	175 87.9 18.9	180 91.4 19.4	168 88.9 18.1	132 84.6 14.2	130 92.9 14.0	163 92.6 17.6	139 88.0 15.0	66 84.6 7.1	60 83.3 6.5	182 87.9 19.6	287 89.7 30.9	101 86.3 10.9	72 86.7 7.8	123 89.8 13.3
NO ANSWER	126 12.0 100.0	18 12.0 14.3	34 15.3 27.0	24 12.1 19.0	17 8.6 13.5	21 11.1 16.7	24 15.4 19.0	10 7.1 7.9	13 7.4 10.3	19 12.0 15.1	12 15.4 9.5	12 16.7 9.5	25 12.1 19.8	33 10.3 26.2	16 13.7 12.7	11 13.3 8.7	14 10.2 11.1
All applicants	88 8.3 100.0	12 8.0 13.6	25 11.3 28.4	11 5.5 12.5	18 9.1 20.5	17 9.0 19.3	16 10.3 18.2	14 10.0 15.9	8 4.5 9.1	11 7.0 12.5	9 11.5 10.2	3 4.2 3.4	19 9.2 21.6	25 7.8 28.4	15 12.8 17.0	5 6.0 5.7	12 8.8 13.6
Some applicants	307 29.1 100.0	35 23.3 11.4	46 20.7 15.0	60 30.2 19.5	66 33.5 21.5	66 34.9 21.5	35 22.7 11.4	35 25.0 11.4	58 33.0 18.9	54 34.3 17.6	29 37.2 9.4	17 23.6 5.5	57 27.5 18.6	80 25.0 26.1	30 25.6 9.8	34 41.0 11.1	50 36.5 16.3
No applicants	533 50.6 100.0	85 56.8 15.9	117 52.7 22.0	104 52.3 19.5	96 48.7 18.0	85 45.0 15.9	81 51.9 15.2	81 57.9 15.2	97 55.1 18.2	74 46.8 13.9	28 35.9 5.3	40 55.6 7.5	106 51.2 19.9	182 56.9 34.1	56 47.9 10.5	33 39.8 6.2	61 44.5 11.4

Table Q2S6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q2S6. If applicant testing is selective, what is the selection criteria?

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations-----> Fewer Than 499	500 to 999	1,000- 2,499	2,500- 9,999	More Than 10K	<----------Sales----------> Is $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	1054	150	222	199	197	189	156	140	176	158	78	72	207	320	117	83	137
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	100.0	14.2	21.1	18.9	18.7	17.9	14.8	13.3	16.7	15.0	7.4	6.8	19.6	30.4	11.1	7.9	13.0
TOTAL ANSWER	411	48	66	79	84	85	50	51	71	70	40	22	84	110	39	42	62
	39.0	32.0	29.7	39.7	42.6	45.0	32.1	36.4	40.3	44.3	51.3	30.6	40.6	34.4	33.3	50.6	45.3
	100.0	11.7	16.1	19.2	20.4	20.7	12.2	12.2	17.3	17.0	9.7	5.4	20.2	26.8	9.5	10.2	15.1
NO ANSWER	643	102	156	120	113	104	106	89	105	88	38	50	123	210	78	41	75
	61.0	68.0	70.3	60.3	57.4	55.0	67.9	63.6	59.7	55.7	48.7	69.4	59.4	65.6	66.7	49.4	54.7
	100.0	15.9	22.3	18.7	17.6	16.2	16.5	13.8	16.3	13.7	5.9	7.8	19.1	32.7	12.1	6.4	11.7
Job function	387	45	63	78	75	80	48	49	71	67	35	19	80	105	37	40	58
	38.7	30.0	28.7	39.5	38.3	42.3	30.8	35.0	40.3	42.7	44.8	26.4	38.6	32.8	31.6	48.2	42.3
	100.0	11.6	16.3	20.2	19.4	20.7	12.4	12.7	18.3	17.3	9.0	4.9	20.7	27.1	9.6	10.3	15.0
Minimum completed school grade	38	5	1	3	15	8	2	4	4	4	7	4	8	11	3	2	5
	3.8	3.3	0.5	1.5	7.6	4.2	1.3	2.8	2.3	2.5	8.0	5.6	3.9	3.4	2.6	2.4	3.6
	100.0	13.2	2.6	7.9	39.5	21.1	5.3	10.5	10.5	10.5	18.4	10.5	21.1	28.9	7.9	5.3	13.2
Other	18	1	4	:	2	1	1	1	:	2	2	1	2	1	:	1	2
	1.8	0.7	1.8	:	1.0	0.5	0.6	0.6	:	1.3	2.6	1.4	1.0	0.3	:	1.2	1.5
	100.0	10.0	40.0	:	20.0	10.0	10.0	10.0	:	20.0	20.0	10.0	20.0	10.0	:	10.0	20.0

Table Q3S6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q3S6. If applicant test results do not meet job standards, what action do you take?
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q48S6

	TOTAL	Employees At Your Location: Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	Employees At All Locations: Fewer Than 499	500 to 999	1,000-2,499	2,500-9,999	More Than 10K	Sales: Lo $9.9M	$10M-$49M	$50M-$249M	$250M-$499M	$500M-$999M	$1B OR MORE
TOTAL	266 100.0 100.0	35 100.0 13.2	52 100.0 19.5	50 100.0 18.8	55 100.0 20.7	49 100.0 18.4	45 100.0 16.9	29 100.0 10.9	43 100.0 16.2	38 100.0 14.3	26 100.0 9.8	12 100.0 4.5	65 100.0 24.4	66 100.0 24.8	32 100.0 12.0	29 100.0 10.9	38 100.0 14.3
TOTAL ANSWER	262 98.5 100.0	35 100.0 13.4	49 94.2 18.7	50 100.0 19.1	55 100.0 21.0	49 100.0 18.7	43 95.6 16.4	29 100.0 11.1	43 100.0 16.4	38 100.0 14.5	26 100.0 9.9	12 100.0 4.6	63 96.9 24.0	66 100.0 25.2	30 93.8 11.5	29 100.0 11.1	38 100.0 14.5
NO ANSWER	4 1.5 100.0	: : :	3 5.8 75.0	: : :	: : :	: : :	2 4.4 50.0	: : :	: : :	: : :	: : :	: : :	2 3.1 50.0	: : :	2 6.2 50.0	: : :	: : :
Hired, assigned to obligatory training	14 5.3 100.0	3 8.6 21.4	3 5.8 21.2	1 2.0 7.1	1 1.8 7.1	3 6.1 21.4	2 4.7 14.3	: : :	2 4.7 14.3	3 7.9 21.4	1 3.8 7.1	: : :	2 3.1 14.3	4 6.1 28.6	2 6.3 14.3	4 13.8 28.6	2 5.3 14.3
Hired, offered voluntary training	9 3.4 100.0	1 2.9 11.1	2 3.8 22.2	: : :	2 3.6 22.2	2 4.1 22.2	2 4.7 22.2	1 3.4 11.1	2 4.7 22.2	: : :	: : :	: : :	4 6.2 44.4	2 3.0 22.2	2 6.3 22.2	: : :	1 2.6 11.1
Not hired	232 87.2 100.0	33 94.3 14.2	43 82.7 18.5	47 94.0 20.3	48 87.3 20.7	43 87.8 18.5	39 86.7 16.8	26 89.7 11.2	35 81.4 15.1	37 97.4 15.9	23 88.5 9.9	11 91.7 4.7	58 92.1 25.0	58 87.9 25.0	26 81.3 11.2	24 82.8 10.3	32 84.2 13.8
Other	18 6.8 100.0	: : :	2 3.8 11.1	4 8.0 22.2	7 12.7 38.9	3 6.1 16.7	2 4.4 11.1	2 6.9 11.1	7 16.3 38.9	: : :	3 11.5 16.7	2 16.7 11.1	1 1.5 5.6	6 9.1 33.3	1 3.1 5.6	2 6.9 11.1	4 10.5 22.2

BEST COPY AVAILABLE

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Table Q4AS6 *

Q4AS6. Approximate number of applicants tested for basic skills in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q4BS6

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations-----> Fewer Than 499	500 to 999	1,000- 2,499	2,500- 4,999	More than 10K	<----------Sales----------> To $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	266 100.0 100.0	35 100.0 13.2	52 100.0 19.5	50 100.0 18.8	55 100.0 20.7	49 100.0 18.4	45 100.0 16.9	29 100.0 10.9	43 100.0 16.2	38 100.0 14.3	26 100.0 9.8	12 100.0 4.5	65 100.0 24.4	66 100.0 24.8	32 100.0 12.0	29 100.0 10.9	38 100.0 14.3
TOTAL ANSWER	264 99.3 100.0	34 97.1 12.9	52 100.0 19.7	50 100.0 18.9	54 98.2 20.5	49 100.0 18.6	45 100.0 17.0	29 100.0 11.0	42 97.7 15.9	38 100.0 14.4	25 96.2 9.5	12 100.0 4.5	65 100.0 24.6	65 98.5 24.6	32 100.0 12.1	29 100.0 11.0	38 100.0 14.4
NO ANSWER	2 0.8 100.0	1 2.9 50.0	:	:	1 1.8 50.0	:	:	:	1 2.3 50.0	:	1 3.8 50.0	:	:	1 1.5 50.0	:	:	:
None	6 2.3 100.0	2 5.7 33.3	1 1.9 16.7	1 2.0 16.7	1 1.8 16.7	1 2.0 16.7	:	2 6.9 33.3	:	:	:	1 8.3 16.7	3 4.6 50.0	:	1 3.1 16.7	1 3.4 16.7	:
1 to 100	141 53.0 100.0	21 60.0 14.9	37 71.2 26.2	30 60.0 21.3	31 56.4 22.0	8 16.3 5.7	37 82.2 26.2	11 37.9 7.8	22 51.2 15.6	12 31.6 8.5	4 15.4 2.8	10 83.3 7.1	43 66.2 30.5	38 57.6 27.0	11 34.4 7.8	10 34.5 7.1	14 36.8 9.9
101-500	73 27.4 100.0	8 22.8 11.0	10 19.2 13.7	15 30.0 20.5	16 29.1 21.9	17 34.7 23.3	6 13.6 8.2	11 37.9 15.1	15 34.6 20.5	14 36.8 19.2	11 42.3 15.1	:	12 18.2 16.4	18 27.3 24.7	14 43.8 19.2	11 37.9 15.1	13 34.2 17.8
501 to 1000	19 7.1 100.0	2 5.7 10.5	4 7.7 21.1	2 4.0 10.5	3 5.5 15.8	7 14.3 36.8	2 4.2 10.5	5 17.2 26.3	3 7.0 15.8	2 5.3 10.5	1 3.8 5.3	:	3 4.6 15.8	5 7.6 26.3	4 12.5 21.1	3 10.3 15.8	2 5.3 10.5
Over 1,000	25 9.2 100.0	1 2.9 4.0	:	2 4.0 8.0	3 5.5 12.0	16 32.6 64.0	:	:	2 4.7 8.0	10 28.3 40.0	9 34.6 36.0	1 8.3 4.0	4 6.3 16.0	4 6.3 16.0	2 6.3 8.0	4 13.8 16.0	9 23.7 36.0
Mean	642.19 2815.13 175.08	289.81 883.29 152.22	142.68 240.96 33.72	272.90 661.25 98.75	237.17 360.24 49.48	2304.10 6160.92 889.25	86.38 124.50 18.56	268.15 301.30 57.99	254.81 337.47 51.79	877.84 1283 207.93	3647 6371 1674	179.08 735.30	232.03 486.07 81.60	311.71 701.60 87.02	468.16 952.05 153.75	1060 2857 539.93	2053 6233 1076
Sum	165684 627867.2 100.0	9274 26497.1 5.6	7377 13996.2 4.4	13328 26650.0 8.0	12570 22854.5 7.6	110597 225708.2 66.8	3887 8637.6 2.3	7240 24965.5 4.4	10702 24888.4 6.5	33358 87782.2 20.1	91173 350005.4 55.0	1871 4155.1 1.1	14386 37221.2 8.7	20261 53025.6 12.2	14513 34533.1 8.8	29681 110324.8 17.9	78028.3205336.8 47.1

BEST COPY AVAILABLE

Q48S6. Approximate number of applicants revaling deficiencies in basic skills in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q48S6

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations-----> Fewer than 499	500 to 999	1,000- 2,499	2,500- 5,999	More than 10K	<----------Sales----------> To $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	266 100.0 100.0	35 100.0 13.2	52 100.0 19.5	50 100.0 18.8	55 100.0 20.7	49 100.0 18.4	45 100.0 16.9	29 100.0 10.9	43 100.0 16.2	38 100.0 14.3	26 100.0 9.8	12 100.0 4.5	65 100.0 24.4	66 100.0 24.8	32 100.0 12.0	29 100.0 10.9	38 100.0 14.3
TOTAL ANSWER	266 100.0 100.0	35 100.0 13.2	52 100.0 19.5	50 100.0 18.8	55 100.0 20.7	49 100.0 18.4	45 100.0 16.9	29 100.0 10.9	43 100.0 16.2	38 100.0 14.3	26 100.0 9.8	12 100.0 4.5	65 100.0 24.4	66 100.0 24.8	32 100.0 12.0	29 100.0 10.9	38 100.0 14.3
NO ANSWER	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
None	28 10.5 100.0	8 22.9 28.6	9 17.3 32.1	4 8.0 14.3	6 10.9 21.4	1 2.0 3.6	5 11.1 17.9	6 20.7 21.4	3 7.0 10.7	2 5.3 7.1	- - -	4 33.3 14.3	11 16.9 39.3	8 12.1 28.6	1 3.1 3.6	2 6.9 7.1	1 2.6 3.6
1 to 100	164 61.7 100.0	22 62.9 13.4	34 65.4 20.7	39 78.0 23.8	37 67.3 22.6	32 65.3 19.5	35 77.8 21.3	14 48.3 8.5	30 69.8 18.3	19 50.0 11.6	11 42.3 6.7	7 58.3 4.3	40 61.5 24.4	40 60.6 24.4	21 65.6 12.8	15 51.7 9.1	22 57.9 13.4
101-500	51 19.2 100.0	3 8.6 5.9	9 17.3 17.6	5 10.0 9.8	9 16.4 17.6	19 38.8 37.3	5 11.1 9.8	9 31.0 17.6	8 18.6 15.7	6 15.8 11.8	6 23.1 11.8	- - -	13 20.0 25.5	15 22.7 29.4	8 25.0 15.7	7 24.1 13.7	6 15.8 11.8
501 to 999	13 4.8 100.0	1 2.9 7.7	- - -	- - -	3 5.5 23.1	7 14.3 53.8	- - -	- - -	2 4.7 15.4	5 13.2 38.5	3 11.5 23.1	1 8.3 7.7	1 1.5 7.7	2 3.0 15.4	- - -	3 10.3 23.1	4 10.5 30.8
Over 1000	10 3.8 100.0	1 2.9 10.0	- - -	2 4.0 20.0	- - -	6 12.2 60.0	- - -	- - -	- - -	4 10.5 40.0	6 23.1 60.0	- - -	- - -	1 1.5 10.0	2 6.3 20.0	2 6.9 20.0	5 13.2 50.0
Mean	221.30 768.03 48.93	99.00 267.12 25.16	52.60 61.82 12.73	123.74 376.96 53.31	103.55 200.60 27.05	707.63 1694.12 237.73	42.60 87.67 13.11	84.58 106.02 19.26	99.16 180.35 27.50	338.26 513.19 83.25	1134 2258 443.00	65.25 200.32 57.85	72.77 131.23 16.28	114.11 243.46 29.85	188.16 373.66 68.05	413.10 7137 211.13	658.16 1727 280.19
Sum	58867 22130.5 100.0	3150 900.0 5.4	2735 5259.6 4.6	6187 12374.0 10.5	5695 11354.5 9.7	34674 70763.3 58.9	1917 4260.0 3.3	2453 8458.6 4.2	4264 9916.3 7.2	12892 33926.3 21.9	29475 113365.4 50.1	783 6525.0 1.3	4730 7276.9 8.0	7531 11410.6 12.8	6021 18815.6 10.2	11980 41310.3 20.4	25010 65815.8 42.5

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Table Q5S6 *

Q5S6. Total cost basic skills testing in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q4BS6

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations----> Fewer than 499	500 to 999	1,000- 2,499	2,500- 9,999	More than 10K	<----------Sales----------> Is $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	266 100.0 100.0	35 100.0 13.2	52 100.0 19.5	50 100.0 18.8	55 100.0 20.7	49 100.0 18.4	45 100.0 16.9	29 100.0 10.9	43 100.0 16.2	38 100.0 14.3	26 100.0 9.8	12 100.0 4.5	65 100.0 24.4	66 100.0 24.8	32 100.0 12.0	29 100.0 10.9	38 100.0 14.3
TOTAL ANSWER	166 62.4 100.0	25 71.4 15.1	34 65.4 20.5	32 64.0 19.3	36 65.5 21.7	25 51.0 15.1	32 71.1 19.3	19 65.5 11.4	27 62.8 16.3	21 55.3 12.7	15 57.7 9.0	6 50.0 3.6	42 64.6 25.3	46 69.7 27.7	22 68.8 13.3	17 58.6 10.2	21 55.3 12.7
NO ANSWER	100 37.6 100.0	10 28.6 10.0	18 34.6 18.0	18 36.0 18.0	19 34.5 19.0	24 49.0 24.0	13 28.9 13.0	10 34.5 10.0	16 37.2 16.0	17 44.7 17.0	11 42.3 11.0	6 50.0 6.0	23 35.4 23.0	20 30.3 20.0	10 31.3 10.0	12 41.4 12.0	17 44.7 17.0
None	33 12.4 100.0	8 22.9 24.2	8 15.4 24.2	8 16.0 24.2	6 10.9 18.2	2 4.1 6.1	11 24.4 33.3	4 13.8 12.1	2 4.7 6.1	1 2.6 3.0	2 7.7 6.1	2 16.7 6.1	10 15.4 30.3	6 9.1 18.2	3 9.4 9.1	4 13.8 12.1	6 15.8 18.2
Under 10000	104 39.1 100.0	13 37.1 12.5	25 48.1 24.0	21 42.0 20.2	28 50.9 26.9	9 18.4 8.7	21 46.7 20.2	13 44.8 12.5	21 48.8 20.2	9 23.7 8.7	5 19.2 4.8	4 33.3 3.8	30 46.2 28.8	37 56.1 35.6	12 37.5 11.5	6 20.7 5.8	5 13.2 4.8
10K to 24,999	13 4.9 100.0	1 2.9 7.7	1 1.9 7.7	1 2.0 7.7	1 1.8 7.7	6 12.2 46.2	-	1 3.4 7.7	4 8.3 30.8	2 5.3 15.4	5 19.2 38.5	-	1 1.5 7.7	1 1.5 7.7	5 15.6 38.5	2 6.9 15.4	4 10.5 30.8
25K-49,999	7 2.6 100.0	2 5.7 28.6	-	1 2.0 14.3	-	3 6.1 42.9	-	1 3.4 14.3	-	5 13.2 71.4	-	-	-	-	2 6.3 28.6	4 13.8 57.1	1 2.6 14.3
50K to 99,999	3 1.1 100.0	1 2.9 33.3	-	1 2.0 33.3	-	1 2.0 33.3	-	-	-	1 2.6 33.3	1 3.8 33.3	-	1 1.5 33.3	1 1.5 33.3	-	-	1 2.6 33.3
100K and above	6 2.3 100.0	-	-	-	1 1.8 16.7	4 8.2 66.7	-	-	-	3 7.9 50.0	2 7.7 33.3	-	-	1 1.5 16.7	-	1 3.4 16.7	4 10.5 66.7
Mean	11541.62 10778.14 836.55	7154.00 11209 2241.83	1313.03 2340.51 401.39	4653.47 10779 1905.53	7433.47 8116.53 1352.78	43570 42409 8481.71	1124.78 1691.42 352.04	3715.79 7202.51 1672.33	3908.52 4786.24 921.11	46655 43508 9930	30160 25845 6672	1617 1575 643.12	2417 6760 1260	6296 17411 1093	6909 10585 2193	16702 15847 1282	50762 28606 10691

Table Q1S7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q1S7. Do you sponsor a remedial training program?

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations----> Fewer Than 499	500 to 999	1,000- 2,499	2,500- 9,999	More than 10K	<----------Sales----------> Io $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	1054 100.0 100.0	150 100.0 14.2	222 100.0 21.1	199 100.0 18.9	197 100.0 18.7	189 100.0 17.9	156 100.0 14.8	140 100.0 13.3	176 100.0 16.7	158 100.0 15.0	78 100.0 7.4	72 100.0 6.8	207 100.0 19.6	320 100.0 30.2	117 100.0 11.1	83 100.0 7.9	137 100.0 13.0
TOTAL ANSWER	153 14.5 100.0	10 6.7 6.5	25 11.3 16.3	28 14.1 18.3	35 17.8 22.9	33 17.5 21.6	16 10.3 10.5	20 14.3 13.1	22 12.5 14.4	26 16.5 17.0	15 19.2 9.8	6 8.3 3.9	24 11.6 15.7	46 14.4 30.1	20 17.1 13.1	13 15.7 8.5	26 19.0 17.0
NO ANSWER	901 85.5 100.0	140 93.3 15.5	197 88.7 21.9	171 85.9 19.0	162 82.2 18.0	156 82.5 17.3	140 89.7 15.5	120 85.7 13.3	154 87.5 17.1	132 83.5 14.7	63 80.8 7.0	66 91.7 7.3	183 88.4 20.3	274 85.6 30.4	97 82.9 10.8	70 84.3 7.8	111 81.0 12.3
In literacy skills	135 12.8 100.0	9 6.0 8.7	21 9.5 15.6	26 13.1 19.3	29 14.7 21.5	30 15.9 22.2	16 10.3 11.9	17 12.1 12.6	16 9.1 11.9	24 15.2 17.8	14 17.9 10.4	6 8.3 4.4	23 11.1 17.0	41 12.8 30.4	19 16.2 14.1	11 13.3 8.1	24 17.5 17.8
In math skills	102 9.7 100.0	8 5.3 7.8	13 5.9 12.7	17 8.5 16.7	27 13.7 26.5	23 12.2 22.5	10 6.4 9.8	12 8.6 11.8	16 9.1 15.7	16 10.1 15.7	10 12.8 9.8	3 4.3 2.9	15 7.2 14.7	32 10.0 31.4	16 13.7 15.7	10 12.0 9.8	14 10.5 13.7
Any remedial training	153 14.5 100.0	10 6.7 6.5	25 11.3 16.3	28 14.1 18.3	35 17.8 22.9	33 17.5 21.6	16 10.3 10.5	20 14.3 13.1	22 12.5 14.4	26 16.5 17.0	15 19.2 9.8	6 8.3 3.9	24 11.6 15.7	46 14.4 30.1	20 17.1 13.1	13 15.7 8.5	26 19.0 17.0

BEST COPY AVAILABLE

Table Q2AS7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q2S7. Year remedial training for literacy was inagurated:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	Employees At Your Location: Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	Employees At All Locations: Fewer than 499	500 to 999	1,000-2,499	2,500-9,999	More than 10K	Sales: To $9.9M	$10M-$49M	$50M-$249M	$250M-$499M	$500M-$999M	$1B OR MORE
TOTAL	153	10	25	28	35	33	16	20	22	26	15	6	24	46	20	13	26
	100.0	6.5	16.3	18.3	22.9	21.6	10.5	13.1	14.4	17.0	9.8	3.9	15.7	30.1	13.1	8.5	17.0
TOTAL ANSWER	116	10	20	20	23	25	15	15	14	18	11	4	22	34	18	8	20
	75.8	100.0	80.0	71.4	65.7	75.8	93.8	75.0	63.6	69.2	73.3	66.7	91.7	73.9	90.0	61.5	76.9
NO ANSWER	37		5	8	12	8	1	5	8	8	4	2	2	12	2	5	6
	24.2		20.0	28.6	34.3	24.2	6.3	25.0	36.4	30.8	26.7	33.3	8.3	26.1	10.0	38.5	23.1
1999	9		3	3	2	1	1	1	1		1		4	3			
	5.8		12.0	10.3	5.7	3.0	6.3	5.0	4.5		6.7		16.7	6.5			
1998	20	1	4	3	7	3	2	5	3		1	2	1	12	4	1	2
	13.1	10.0	16.0	10.3	20.0	15.2	12.5	25.0	13.6		6.7	33.3	16.7	15.2	20.0	7.7	7.7
1997	16	2	2	4	1	3	3	1	1	4	1		4	7	2		1
	10.5	20.0	8.0	14.3	2.9	9.1	18.8	5.0	4.5	15.4	6.7		16.7	13.0	10.0	7.7	7.7
1996	12		1	3	2	2	2	1	1	2	2	1	1	6	2	1	2
	7.8		4.0	10.7	5.7	6.1	12.5	15.0	4.5	7.7	13.3	16.7	4.2	13.0	20.0	6.3	12.5
1995	8	2		1	3	1			1				2	3	1		3
	5.2	20.0		3.6	8.6	3.0		15.0	4.5				8.3	6.5	33.3		11.5
1994	8	2	1	2	1	1		3	1				2	5			
	5.2	20.0	4.0	7.1	2.9	3.0	12.5	15.0	4.5	3.8			8.3	10.9			3.8
1993	6		2	1		2	1	1	1				1	5			1
	3.9		8.0	3.6		6.1	6.3	5.0	4.5				4.2	10.9			3.8
1992	4	1		2		1				1	1		2	1	2		1
	2.6	10.0		7.1		3.0	12.5			3.8		16.7	8.3	2.2	10.0		3.8
1991	4	1	1		1				1	1	1	1	1	1			1
	2.6	10.0	4.0		2.9				4.5	3.8	6.7	16.7	4.2	2.2			3.8
1990	5		2			3	1			2	1					2	1
	3.3		8.0			9.1	6.3			7.7	6.7		4.2			15.4	3.8
Before 1990	24	1	4	1	6	6	1	1	4	7	4		2	4	6	4	7
	15.7	10.0	16.0	3.6	17.1	18.2	6.3	5.0	18.2	26.9	26.7		8.3	8.7	30.0	30.8	26.9

BEST COPY AVAILABLE

Table Q28S7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q28S7. Year remedial training for math skills was inagurated:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	<Employees At Your Location> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<Employees At All Locations> Fewer than 249	500 to 999	1,000- 2,499	2,500- 9,999	More than 10K	<Sales> To $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	153 100.0 100.0	10 100.0 6.5	25 100.0 16.3	28 100.0 18.3	35 100.0 22.9	33 100.0 21.6	16 100.0 10.5	20 100.0 13.1	22 100.0 14.4	26 100.0 17.0	15 100.0 9.8	6 100.0 3.9	24 100.0 15.7	46 100.0 30.1	20 100.0 13.1	13 100.0 8.5	26 100.0 17.0
TOTAL ANSWER	90 58.8 100.0	8 80.0 8.9	12 48.0 13.3	13 46.4 14.4	25 71.4 27.8	19 57.6 21.1	11 68.8 12.2	11 55.0 12.2	16 72.7 17.8	12 46.2 13.3	6 40.0 6.7	2 33.3 2.2	15 62.5 16.7	28 60.9 31.1	15 75.0 16.7	8 61.5 8.9	10 38.5 11.1
NO ANSWER	63 41.2 100.0	2 20.0 3.2	13 52.0 20.6	15 53.6 23.8	10 28.6 15.9	14 42.4 22.2	5 31.3 7.9	9 45.0 14.3	6 27.3 9.5	14 53.8 22.2	9 60.0 14.3	4 66.7 6.3	9 37.5 14.3	18 39.1 28.6	5 25.0 7.9	5 38.5 7.9	16 61.5 25.4
1999	5 3.3 100.0	: : :	2 8.0 40.0	1 3.6 20.0	1 2.9 20.0	1 3.0 20.0	: : :	: : :	1 4.5 20.0	: : :	1 6.7 20.0	: : :	2 8.3 40.0	1 2.2 20.0	: : :	: : :	: : :
1998	16 10.5 100.0	: : :	3 12.0 18.8	2 7.1 12.5	9 25.7 56.3	2 6.1 12.5	2 12.5 12.5	5 25.0 31.3	3 13.6 18.8	2 7.7 12.5	: : :	1 16.7 6.3	3 12.5 18.8	6 13.0 37.5	2 10.0 12.5	1 7.7 6.3	: : :
1997	12 7.8 100.0	2 20.0 16.7	: : :	3 10.7 25.0	3 8.8 25.0	2 6.1 16.7	2 12.5 16.7	1 5.0 8.3	2 9.1 16.7	1 3.8 8.3	2 13.3 16.7	: : :	2 8.3 16.7	1 2.2 8.3	: : :	: : :	2 7.7 16.7
1996	6 3.9 100.0	: : :	: : :	2 7.1 33.3	: : :	2 6.1 33.3	1 6.3 16.7	1 5.0 16.7	: : :	1 3.8 16.7	1 6.7 16.7	: : :	: : :	1 2.2 16.7	3 15.0 50.0	: : :	1 3.8 16.7
1995	8 5.2 100.0	2 20.0 25.0	: : :	1 3.6 12.5	3 8.8 37.5	1 3.0 12.5	: : :	2 10.0 25.0	3 13.6 37.5	: : :	: : :	: : :	1 4.2 12.5	4 8.7 50.0	1 5.0 12.5	: : :	: : :
1994	9 5.9 100.0	2 20.0 22.2	1 4.0 11.1	2 7.1 22.2	1 2.9 11.1	1 3.0 11.1	2 12.5 22.2	1 5.0 11.1	1 4.5 11.1	1 3.8 11.1	: : :	: : :	1 4.2 11.1	5 10.9 55.6	1 5.0 11.1	: : :	1 3.8 11.1
1993	5 3.3 100.0	: : :	2 8.0 40.0	: : :	1 2.9 20.0	1 3.0 20.0	1 6.3 20.0	1 5.0 20.0	: : :	1 3.8 20.0	: : :	: : :	2 8.3 40.0	1 2.2 20.0	1 5.0 20.0	1 7.7 20.0	: : :
1992	4 2.8 100.0	1 10.0 25.0	: : :	2 7.1 50.0	: : :	1 3.0 25.0	2 12.5 50.0	: : :	1 4.5 25.0	: : :	: : :	1 16.7 25.0	1 4.2 25.0	1 2.2 25.0	: : :	: : :	1 3.8 25.0
1991	3 2.0 100.0	1 10.0 33.3	1 4.0 33.3	: : :	1 2.9 33.3	: : :	: : :	: : :	: : :	1 3.8 33.3	: : :	: : :	1 4.2 33.3	: : :	: : :	2 15.4 66.7	: : :
1990	6 3.8 100.0	: : :	1 4.0 16.7	: : :	2 5.7 33.3	3 9.1 50.0	1 6.3 16.7	: : :	1 4.5 16.7	1 3.8 16.7	1 6.7 16.7	: : :	1 4.2 16.7	1 2.2 16.7	: : :	1 7.7 16.7	3 11.5 50.0
Before 1990	16 10.5 100.0	: : :	2 8.0 12.5	: : :	4 11.4 25.0	5 15.2 31.3	: : :	: : :	4 18.2 25.0	4 15.4 25.0	1 6.7 6.3	: : :	1 4.2 6.3	3 6.5 18.8	6 30.0 37.5	3 23.1 18.8	2 7.7 12.5

Table Q3S7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q3S7. How many people were given remedial training in 1997?
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	<-----Employees At Your Location-----> Fewer than 99	100 to 249	250 to 499	500 to 999	More than 1000	<----Employees At All Locations----> Fewer than 499	500 to 999	1,000- 2,499	2,500- 5,999	More than 10K	<----------Sales----------> I$ 9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	153 100.0 100.0	10 100.0 6.5	25 100.0 16.3	28 100.0 18.3	35 100.0 22.9	33 100.0 21.6	16 100.0 10.5	20 100.0 13.1	22 100.0 14.4	26 100.0 17.0	15 100.0 9.8	6 100.0 3.9	24 100.0 15.7	46 100.0 30.1	20 100.0 13.1	13 100.0 8.5	26 100.0 17.0
TOTAL ANSWER	101 66.0 100.0	10 100.0 9.9	20 80.0 19.8	19 67.9 18.8	20 57.1 19.8	16 48.5 15.8	13 81.3 12.9	16 80.0 15.8	12 54.5 11.9	12 46.2 11.9	7 46.7 6.9	4 66.7 4.0	21 87.5 20.8	35 76.1 34.7	13 65.0 12.9	6 46.2 5.9	11 42.3 10.9
NO ANSWER	52 34.0 100.0	: : :	5 20.0 9.6	9 32.1 17.3	15 42.9 28.8	17 51.5 32.7	3 18.8 5.8	4 20.0 7.7	10 45.5 19.2	14 53.8 26.9	8 53.3 15.4	2 33.3 3.8	3 12.5 5.8	11 23.9 21.2	7 35.0 13.5	7 53.8 13.5	15 57.7 28.8
None	15 9.8 100.0	2 20.0 13.3	5 20.0 33.3	5 17.9 33.3	3 8.6 20.0	: : :	2 12.5 13.3	1 5.0 6.7	2 9.1 13.3	: : :	1 6.7 6.7	: : :	6 25.0 40.0	4 8.7 26.7	1 5.0 6.7	: : :	: : :
1 to 100	76 49.7 100.0	8 80.0 10.5	15 60.0 19.7	14 50.0 18.4	14 40.0 18.4	12 36.4 15.8	11 68.8 14.5	14 70.0 18.4	7 31.8 9.2	10 38.5 13.2	5 33.3 6.6	4 66.7 5.3	14 58.3 18.4	27 58.7 35.5	11 55.0 14.5	5 38.5 6.6	9 34.6 11.8
101-500	10 6.5 100.0	: : :	: : :	: : :	3 8.6 30.0	4 12.1 40.0	: : :	1 5.0 10.0	3 13.6 30.0	2 7.7 20.0	1 6.7 10.0	: : :	1 4.2 10.0	4 8.7 40.0	1 5.0 10.0	1 7.7 10.0	2 7.7 20.0
501 to 999	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :	: : :
Mean	41.69 56.80 5.81	34.10 74.00 12.00	12.75 15.78 2.60	16.84 25.07 8.16	43.45 57.28 12.18	71.38 71.69 12.92	22.00 25.57 7.09	39.75 27.50 11.85	69.67 57.80 15.82	82.17 107.72 31.10	55.29 73.26 27.50	21.75 20.57 10.18	18.67 32.57 7.09	37.94 47.13 7.97	56.08 52.08 14.81	88.50 85.07 26.96	78.27 112.06 34.39

Table Q4S7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q4S7. Approximate cost of remedial training in 1997:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	<Employees At Your Location> Fewer than 99	100 to 249	250 to 499	500 to 999	More than 1000	<Employees At All Locations> Fewer than 499	500 to 999	1,000- 2,499	2,500- 6,999	More than 10K	<Sales> Io $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	153	10	25	28	35	33	16	20	22	26	15	6	24	46	20	13	26
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	100.0	6.5	16.3	18.3	22.9	21.6	10.5	13.1	14.4	17.0	9.8	3.9	15.7	30.1	13.1	8.5	17.0
TOTAL ANSWER	75	7	17	12	13	13	10	13	7	9	3	4	17	24	12	4	6
	49.0	70.0	68.0	42.9	37.1	39.4	62.5	65.0	31.8	34.6	20.0	66.7	70.8	52.2	60.0	30.8	23.1
	100.0	9.3	22.7	16.0	17.3	17.3	13.3	17.3	9.3	12.0	4.0	5.3	22.7	32.0	16.0	5.3	8.0
NO ANSWER	78	3	8	16	22	20	6	7	15	17	12	2	7	22	8	9	20
	51.0	30.0	32.0	57.1	62.9	60.6	37.5	35.0	68.2	65.4	80.0	33.3	29.2	47.8	40.0	69.2	76.9
	100.0	3.8	10.3	20.5	28.2	25.6	7.7	9.0	19.2	21.8	15.4	2.6	9.0	28.2	10.3	11.5	25.6
None	19	2	6	5	1	3	3	2	2	1	:	:	8	4	2	1	:
	12.4	20.0	24.0	17.9	2.9	9.1	18.8	10.0	9.1	3.8	:	:	33.3	8.7	10.0	7.7	:
	100.0	10.5	31.6	26.3	5.3	15.8	15.8	10.5	10.5	5.3	:	:	42.1	21.1	10.5	5.3	:
Under 10000	39	4	11	5	5	6	6	6	3	5	3	3	8	13	5	1	5
	25.5	40.0	44.0	17.9	14.3	18.2	37.5	30.0	13.6	19.2	20.0	50.0	33.3	28.3	25.0	7.7	19.2
	100.0	10.3	28.2	12.8	12.8	15.4	15.4	15.4	7.7	12.8	7.7	7.7	20.5	33.3	12.8	2.6	12.8
10K to 24,999	6	:	:	1	2	3	:	1	2	1	:	:	:	3	2	:	1
	3.8	:	:	3.6	5.7	9.1	:	5.0	9.1	3.8	:	:	:	6.5	10.0	:	3.8
	100.0	:	:	16.7	33.3	50.0	:	16.7	33.3	16.7	:	:	:	50.0	33.3	:	16.7
25K-49,999	6	:	:	:	3	:	:	3	:	1	:	:	:	2	3	:	:
	3.8	:	:	:	8.6	:	:	15.0	:	3.8	:	16.7	:	4.3	15.0	:	:
	100.0	:	:	:	50.0	:	:	50.0	:	16.7	:	16.7	:	33.3	50.0	:	:
50K to 99,999	3	1	:	1	1	:	1	:	:	1	:	:	1	1	:	1	:
	2.0	10.0	:	3.6	2.9	:	6.3	:	:	3.8	:	:	4.2	2.2	:	7.7	:
	100.0	33.3	:	33.3	33.3	:	33.3	:	:	33.3	:	:	33.3	33.3	:	33.3	:
100K and above	2	:	:	:	1	1	:	1	:	:	:	:	:	1	:	1	:
	1.3	:	:	:	2.9	3.0	:	5.0	:	:	:	:	:	2.2	:	7.7	:
	100.0	:	:	:	50.0	50.0	:	50.0	:	:	:	:	:	50.0	:	50.0	:
Mean	12143.35	7723.71	1848.53	6445.83	24308	23735	6406.60	20710	3714.29	12717	3067	8254	3741	13708	11787	76875	5367
	10938.10	1865.4	2627.74	12671	16788	15887	15420	16330	7328.67	18820	1617	11503	12025	3058	14606	60300	2357
	1230.69	7050.64	637.32	4228.62	4659.06	4406.30	4882.54	2865.11	1700.34	6280	933.33	5701	2918	624.28	4298	40150	2420

Table 05AS7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

05AS7. Remedial training hours are:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	Employees At Your Location: Fewer than 99	100 to 249	250 to 499	500 to 999	More than 1000	Employees At All Locations: Fewer than 499	500 to 999	1,000- 2,499	2,500- 4,999	More than 10K	Sales: Io $9.9M	$10M- $24.9M	$25M- $49.9M	$50M- $249.9M	$250M- $499.9M	$500M- $999.9M	$1B OR MORE
TOTAL	153 100.0 100.0	10 100.0 6.5	25 100.0 16.3	28 100.0 18.3	35 100.0 22.9	33 100.0 21.6	16 100.0 10.5	20 100.0 13.1	22 100.0 14.4	26 100.0 17.0	15 100.0 9.8	6 100.0 3.9	24 100.0 15.7	46 100.0 30.1	20 100.0 13.1	13 100.0 8.5	26 100.0 17.0
TOTAL ANSWER	141 92.2 100.0	8 80.0 5.7	24 96.0 17.0	27 96.4 19.1	33 94.3 23.4	29 87.9 20.6	16 100.0 11.3	18 90.0 12.8	21 95.5 14.9	23 88.5 16.3	14 93.3 9.9	5 83.3 3.5	24 100.0 17.0	43 93.5 30.5	18 90.0 12.8	12 92.3 8.5	24 92.3 17.0
NO ANSWER	12 7.8 100.0	2 20.0 16.7	1 4.0 8.3	1 3.6 8.3	2 5.7 16.7	4 12.1 33.3	: :	2 10.0 16.7	1 4.5 8.3	3 11.5 25.0	1 6.7 8.3	1 16.7 8.3	: :	3 6.5 25.0	2 10.0 16.7	1 7.7 8.3	2 7.7 16.7
Paid time	80 52.3 100.0	5 50.0 6.3	19 76.0 23.8	14 50.0 17.5	16 45.7 20.0	15 45.5 18.8	11 68.8 13.8	9 45.0 11.3	14 63.6 17.5	15 57.7 18.8	7 46.7 8.8	2 33.3 2.5	16 66.7 20.0	18 39.1 22.5	10 50.0 12.5	8 61.5 10.0	14 53.8 17.5
Unpaid time	69 45.1 100.0	5 50.0 7.2	8 32.0 11.6	14 50.0 20.3	17 48.6 24.6	14 42.4 20.3	5 31.3 7.2	11 55.0 15.9	8 36.4 11.6	11 42.3 15.9	7 46.7 10.1	3 50.0 4.3	8 33.3 11.6	27 58.7 39.1	8 40.0 11.6	7 53.8 10.1	12 46.2 17.4

41

36

Table 05857

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

05857. Remedial training is offered
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	<-----Employees At Your Location-----> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<----Employees At All Locations----> Fewer Than 499	500 to 999	1,000- 2,499	2,500 5,000	More than 10k	<----Sales----> To $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	153	10	25	28	35	33	16	20	22	26	15	6	24	46	20	13	26
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TOTAL ANSWER	9	1	2	2	2	2	1	1	1	2	1	0	2	3	1	1	2
	6.5	10.0	8.0	7.1	5.7	6.1	6.3	5.0	4.5	7.7	6.7	0.0	8.3	6.5	5.0	7.7	7.7
NO ANSWER	144	9	23	26	33	31	15	19	21	24	14	6	22	43	19	12	24
	94.1	90.0	92.0	92.9	94.3	93.9	93.8	95.0	95.5	92.3	93.3	100.0	91.7	93.5	95.0	92.3	92.3
As a stand-alone program	5	0	2	0	2	1	0	0	1	2	1	0	2	2	1	1	2
	3.5	0.0	8.0	0.0	5.7	3.0	0.0	0.0	4.5	7.7	6.7	0.0	8.3	4.3	5.0	7.7	7.7
	56	4	7	12	12	14	4	8	5	6	1	3	5	18	5	4	10
	36.8	40.0	28.0	42.9	34.3	42.4	25.0	40.0	22.7	23.1	6.7	50.0	20.8	39.1	25.0	30.8	38.5
As a component of a wider training pro.	40	2	7	10	8	8	6	5	8	5	2	1	7	15	4	3	5
	26.0	20.0	28.0	35.7	22.8	24.2	37.5	25.0	36.4	19.2	13.3	16.7	29.2	32.6	20.0	23.1	19.2
Both	50	4	9	8	13	7	6	6	7	8	8	2	8	15	4	3	5
	32.7	40.0	36.0	28.6	37.1	21.2	37.5	30.0	31.8	30.8	53.3	33.3	33.3	32.6	20.0	23.1	19.2
														13	9	9	9
														28.3	45.0	69.2	34.6

247

37

42

Table Q6AS7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q6AS7. The remedial course was designed by:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	Employees At Your Location: Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	Employees At All Locations: Fewer Than 499	500 to 999	1,000-2,499	2,500-9,999	More Than 10K	Sales: $0-$9.9M	$10M-$49M	$50M-$249M	$250M-$499M	$500M-$999M	$1B OR MORE
TOTAL	153 100.0 100.0	10 100.0 6.5	25 100.0 16.3	28 100.0 18.3	35 100.0 22.9	33 100.0 21.6	16 100.0 10.5	20 100.0 13.1	22 100.0 14.4	26 100.0 17.0	15 100.0 9.8	6 100.0 3.9	24 100.0 15.7	46 100.0 30.1	20 100.0 13.1	13 100.0 8.5	26 100.0 17.0
TOTAL ANSWER	143 93.5 100.0	10 100.0 7.0	23 92.0 16.1	28 100.0 19.6	35 100.0 24.5	27 81.8 18.9	15 93.8 10.5	20 100.0 14.0	22 100.0 15.4	22 84.6 15.4	14 93.3 9.8	6 100.0 4.2	23 95.8 16.1	46 100.0 32.2	18 90.0 12.6	12 92.3 8.4	22 84.6 15.4
NO ANSWER	10 6.5 100.0	: : :	2 8.0 20.0	: : :	: : :	6 18.2 60.0	1 6.3 10.0	: : :	: : :	4 15.4 40.0	1 6.7 10.0	: : :	1 4.2 10.0	: : :	2 10.0 20.0	1 7.7 10.0	4 15.4 40.0
An outside provider	67 43.8 100.0	6 60.0 9.0	12 48.0 17.9	16 57.1 23.9	14 40.0 20.9	10 37.0 14.9	8 50.0 11.9	6 30.0 9.0	10 45.5 14.9	10 38.5 14.9	6 40.0 9.0	3 50.0 4.5	13 56.5 19.4	24 52.2 35.8	7 35.0 10.4	4 30.8 6.0	10 38.5 14.9
In-house training staff	28 18.3 100.0	2 20.0 7.1	3 12.0 10.7	3 10.7 10.7	10 28.6 35.7	6 18.2 21.4	1 6.3 3.6	3 15.0 10.7	6 27.3 21.4	6 23.1 21.4	2 13.3 7.1	1 16.7 3.6	5 20.8 17.9	8 17.4 28.6	2 10.0 7.1	5 38.5 17.9	2 7.7 7.1
A combination of both	48 31.4 100.0	2 20.0 4.2	8 32.0 16.7	9 32.1 18.8	11 31.4 22.9	11 33.3 22.9	6 37.5 12.5	11 55.0 22.9	6 27.3 12.5	6 23.1 12.5	6 40.0 12.5	2 33.3 4.2	5 20.8 10.4	14 30.4 29.2	9 45.0 18.8	3 23.1 6.3	10 38.5 20.8

BEST COPY AVAILABLE

Table Q6BS7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q6BS7. The remedial course is delivered by:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	<Employees At Your Location> Fewer Than 99	100 to 249	250 to 499	500 to 999	More Than 1000	<Employees At All Locations> Fewer than 499	500 to 999	1,000- 2,499	2,500- 9,999	More than 10K	<Sales> Is $9.9M	$10M- $49M	$50M- $249M	$250M- $499M	$500M- $999M	$1B OR MORE
TOTAL	153 100.0 100.0	10 100.0 6.5	25 100.0 16.3	28 100.0 18.3	35 100.0 22.9	33 100.0 21.6	16 100.0 10.5	20 100.0 13.1	22 100.0 14.4	26 100.0 17.0	15 100.0 9.8	6 100.0 3.9	24 100.0 15.7	46 100.0 30.1	20 100.0 13.1	13 100.0 8.5	26 100.0 17.0
TOTAL ANSWER	148 96.7 100.0	10 100.0 6.8	24 96.0 16.2	28 100.0 18.9	35 100.0 23.6	30 90.9 20.3	16 100.0 10.8	20 100.0 13.5	22 100.0 14.9	24 92.3 16.2	14 93.3 9.5	6 100.0 4.1	24 100.0 16.2	46 100.0 31.1	18 90.0 12.2	13 100.0 8.8	24 92.3 16.2
NO ANSWER	5 3.3 100.0	: : :	1 4.0 20.0	: : :	: : :	3 9.1 60.0	: : :	: : :	: : :	2 7.7 40.0	1 6.7 20.0	: : :	: : :	: : :	2 10.0 40.0	: : :	2 7.7 40.0
An outside provider	86 58.2 100.0	6 60.0 7.0	15 60.0 17.4	22 78.6 25.6	19 54.3 22.1	14 42.4 16.3	12 75.0 14.0	12 60.0 14.0	10 45.5 11.6	13 50.0 15.1	6 40.0 7.0	4 66.7 4.7	17 70.8 19.8	27 58.7 31.4	10 50.0 11.6	5 38.5 5.8	13 50.0 15.1
In-house training staff	31 20.3 100.0	2 20.0 6.5	2 8.0 6.5	4 14.3 12.9	11 31.4 35.5	6 18.2 19.4	1 6.3 3.2	4 20.0 12.9	7 31.8 22.6	6 23.1 19.4	3 20.0 9.7	1 16.7 3.2	5 20.8 16.1	10 21.7 32.3	3 15.0 9.7	5 38.5 16.1	2 7.7 6.5
A combination of both	31 20.3 100.0	2 20.0 6.5	7 28.0 22.6	2 7.1 6.5	5 14.3 16.1	10 30.3 32.3	3 18.8 9.7	4 20.0 12.9	5 22.7 16.1	5 19.2 16.1	5 33.3 16.1	1 16.7 3.2	2 8.3 6.5	9 19.6 29.0	5 25.0 16.1	3 23.1 9.7	9 34.6 29.0

BEST COPY AVAILABLE

4/5

Table BASIC

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

BASIC. Overall Basic skills testing for job applicants:

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB. ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	1054 100.0 100.0	465 100.0 44.1	25 100.0 2.4	53 100.0 5.0	47 100.0 4.5	13 100.0 1.2	183 100.0 17.4	256 100.0 24.3	57 100.0 5.4	171 100.0 16.2	179 100.0 17.0	331 100.0 31.4	99 100.0 9.4	118 100.0 11.2
TOTAL ANSWER	433 41.1 100.0	214 46.0 49.4	11 44.0 2.5	20 37.7 4.6	16 34.0 3.7	5 38.5 1.2	74 40.4 17.1	88 34.4 20.3	22 38.6 5.1	67 39.2 15.5	81 45.3 18.7	145 43.8 33.5	34 34.3 7.9	45 38.1 10.4
NO ANSWER	621 58.9 100.0	251 54.0 40.4	14 56.0 2.3	33 62.3 5.3	31 66.0 5.0	8 61.5 1.3	109 59.6 17.6	168 65.6 27.1	35 61.4 5.6	104 60.8 16.7	98 54.7 15.8	186 56.2 30.0	65 65.7 10.5	73 61.9 11.8
Literacy	353 33.5 100.0	183 39.4 51.8	7 28.0 2.0	14 26.4 4.0	13 27.7 3.7	4 30.8 1.1	63 34.4 17.8	66 25.8 18.7	17 29.8 4.8	52 30.4 14.7	67 37.4 19.0	124 37.5 35.1	22 22.2 6.2	41 34.7 11.6
Math	395 37.5 100.0	199 42.8 50.4	10 40.0 2.5	18 34.0 4.6	12 25.5 3.0	3 23.1 0.8	67 36.6 17.0	81 31.6 20.5	18 31.6 4.6	61 35.7 15.4	76 42.5 19.2	131 39.6 33.2	31 31.3 7.8	41 34.7 10.4
Math or Literacy (At least one)	433 41.1 100.0	214 46.0 49.4	11 44.0 2.5	20 37.7 4.6	16 34.0 3.7	5 38.5 1.2	74 40.4 17.1	88 34.4 20.3	22 38.6 5.1	67 39.2 15.5	81 45.3 18.7	145 43.8 33.5	34 34.3 7.9	45 38.1 10.4

Table Q1AS6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q1AS6. Basic skills testing for job applicants. Literacy testing.

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	1054 100.0 100.0	465 100.0 44.1	25 100.0 2.4	53 100.0 5.0	47 100.0 4.5	13 100.0 1.2	183 100.0 17.4	256 100.0 24.3	57 100.0 5.4	171 100.0 16.2	179 100.0 17.0	331 100.0 31.4	99 100.0 9.4	118 100.0 11.2
TOTAL ANSWER	920 87.3 100.0	401 86.2 43.6	22 88.0 2.4	45 84.9 4.9	43 91.5 4.7	13 100.0 1.4	160 87.4 17.4	226 88.3 24.6	50 87.7 5.4	148 86.5 16.1	158 88.3 17.2	299 90.3 32.5	83 83.8 9.0	105 89.0 11.4
NO ANSWER	134 12.7 100.0	64 13.8 47.8	3 12.0 2.2	8 15.1 6.0	4 8.5 3.0	:	23 12.6 17.2	30 11.7 22.4	7 12.3 5.2	23 13.5 17.2	21 11.7 15.7	32 9.7 23.9	16 16.2 11.9	13 11.0 9.7
All applicants	111 10.5 100.0	70 15.1 63.1	2 8.0 1.8	1 1.9 0.9	2 4.3 1.8	:	15 8.2 13.5	21 8.2 18.9	3 5.3 2.7	20 11.7 18.0	22 12.3 19.8	43 13.0 38.7	7 7.1 6.3	10 8.5 9.0
Some applicants	242 23.0 100.0	113 24.3 46.7	5 20.0 2.1	13 24.5 5.4	11 23.9 4.5	4 30.8 1.7	48 26.2 19.8	45 17.6 18.6	14 24.6 5.8	32 18.7 13.2	45 25.1 18.6	81 24.5 33.5	15 15.2 6.2	31 26.3 12.8
No applicants	567 53.8 100.0	218 46.9 38.4	15 60.0 2.6	31 58.5 5.5	30 63.8 5.3	9 69.2 1.6	97 53.0 17.1	160 62.5 28.2	33 57.9 5.8	96 56.1 16.9	91 50.8 16.0	175 52.9 30.9	61 61.6 10.8	64 54.2 11.3

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Table Q1BS6 *

Q1BS6. Basic skills testing for job applicants. Math testing.

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE/ RETAIL	BUS/ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	1054 100.0 100.0	465 100.0 44.1	25 100.0 2.4	53 100.0 5.0	47 100.0 4.5	13 100.0 1.2	183 100.0 17.4	256 100.0 24.3	57 100.0 5.4	171 100.0 16.2	179 100.0 17.0	331 100.0 31.4	99 100.0 9.4	118 100.0 11.2
TOTAL ANSWER	928 88.0 100.0	401 86.2 43.2	23 92.0 2.5	46 86.8 5.0	45 95.7 4.8	12 92.3 1.3	161 88.0 17.3	230 89.8 24.8	51 89.5 5.5	147 86.0 15.8	161 89.9 17.3	302 91.2 32.5	86 86.9 9.3	103 87.3 11.1
NO ANSWER	126 12.0 100.0	64 13.8 50.8	2 8.0 1.6	7 13.2 5.6	2 4.3 1.6	1 7.7 0.8	22 12.0 17.5	26 10.2 20.6	6 10.5 4.8	24 14.0 19.0	18 10.1 14.3	29 8.8 23.0	13 13.1 10.3	15 12.7 11.9
All applicants	88 8.3 100.0	56 12.0 63.6	1 4.0 1.1	2 3.8 2.3	3 6.4 3.4	: : :	11 6.0 12.5	15 5.9 17.0	2 3.5 2.3	17 9.9 19.3	16 8.9 18.2	37 11.2 42.0	5 5.1 5.7	6 5.1 6.8
Some applicants	307 29.1 100.0	143 30.8 46.6	9 36.0 2.9	16 30.2 5.2	9 19.1 2.9	3 23.1 1.0	56 30.6 18.2	66 25.8 21.5	16 28.1 5.2	44 25.7 14.3	60 33.5 19.5	94 28.4 30.6	26 26.3 8.5	35 29.7 11.4
No applicants	533 50.6 100.0	202 43.5 37.9	13 52.0 2.4	28 52.8 5.3	33 70.2 6.2	9 69.2 1.7	94 51.4 17.6	149 58.2 28.0	33 57.9 6.2	86 50.3 16.1	85 47.5 15.9	171 51.7 32.1	55 55.6 10.3	62 52.5 11.6

Table Q2S6

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q2S6. If applicant testing is selective, what is the selection criteria?

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	1054 100.0 100.0	465 100.0 44.1	25 100.0 2.4	53 100.0 5.0	47 100.0 4.5	13 100.0 1.2	183 100.0 17.4	256 100.0 24.3	57 100.0 5.4	171 100.0 16.2	179 100.0 17.0	331 100.0 31.4	99 100.0 9.4	118 100.0 11.2
TOTAL ANSWER	411 39.0 100.0	186 40.0 45.3	11 44.0 2.7	20 37.7 4.9	15 31.9 3.6	5 38.5 1.2	74 40.4 18.0	94 36.7 22.9	22 38.6 5.4	64 37.4 15.6	73 40.8 17.8	138 41.7 33.6	30 30.3 7.3	45 38.1 10.9
NO ANSWER	643 61.0 100.0	279 60.0 43.4	14 56.0 2.2	33 62.3 5.1	32 68.1 5.0	8 61.5 1.2	109 59.6 17.0	162 63.3 25.2	35 61.4 5.4	107 62.6 16.6	106 59.2 16.5	193 58.3 30.0	69 69.7 10.7	73 61.9 11.4
Job function	387 36.7 100.0	174 37.4 45.0	11 44.0 2.8	19 35.8 4.9	14 29.8 3.6	5 38.5 1.3	68 37.2 17.6	90 35.2 23.3	21 36.8 5.4	60 35.1 15.5	64 35.8 16.5	132 39.9 34.1	29 29.3 7.5	44 37.3 11.4
Minimum completed school grade	38 3.6 100.0	20 4.3 52.6	: : :	2 3.8 5.3	3 6.4 7.9	: : :	7 3.8 18.4	6 2.3 15.8	1 1.8 2.6	6 3.5 15.8	7 3.9 18.4	12 3.6 31.6	3 3.0 7.9	3 2.5 7.9
Other	10 0.9 100.0	5 1.1 50.0	: : :	: : :	: : :	: : :	3 1.6 30.0	2 0.8 20.0	: : :	2 1.2 20.0	6 3.4 60.0	1 0.3 10.0	: : :	1 0.8 10.0

217

Table Q3S6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q3S6. If applicant test results do not meet job standards, what action do you take?
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q4BS6

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE/ RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	266 100.0 100.0	136 100.0 51.1	8 100.0 3.0	7 100.0 2.6	10 100.0 3.8	1 100.0 0.4	41 100.0 15.4	60 100.0 22.6	15 100.0 5.6	36 100.0 13.5	48 100.0 18.0	96 100.0 36.1	24 100.0 9.0	28 100.0 10.5
TOTAL ANSWER	262 98.5 100.0	135 99.3 51.5	8 100.0 3.1	7 100.0 2.7	10 100.0 3.8	1 100.0 0.4	41 100.0 15.6	57 95.0 21.8	14 93.3 5.3	36 100.0 13.7	48 100.0 18.3	94 97.9 35.9	24 100.0 9.2	27 96.4 10.3
NO ANSWER	4 1.5 100.0	1 0.7 25.0	:	:	:	:	:	3 5.0 75.0	1 6.7 25.0	:	:	2 2.1 50.0	:	1 3.6 25.0
Hired, assigned to obligatory training	14 5.3 100.0	10 7.4 71.4	:	:	:	:	2 4.9 14.3	2 3.5 14.3	1 6.7 7.1	1 2.8 7.1	5 10.4 35.7	2 2.1 14.3	2 8.3 14.3	:
Hired, offered voluntary training	9 3.4 100.0	6 4.4 66.7	:	:	:	:	:	3 5.0 33.3	1 6.7 11.1	:	1 2.1 11.1	4 4.3 44.4	2 8.3 22.2	:
Not hired	232 87.2 100.0	111 81.6 47.8	8 100.0 3.4	6 85.6 2.6	10 100.0 4.3	1 100.0 0.4	41 100.0 17.7	52 86.7 22.4	11 73.3 4.7	33 91.7 14.2	42 87.5 18.1	85 88.5 36.6	19 79.2 8.2	26 92.8 11.2
Other	18 6.8 100.0	11 8.1 61.1	1 12.5 5.6	1 14.3 5.6	:	:	1 2.4 5.6	4 6.7 22.2	2 13.3 11.1	4 11.1 22.2	2 4.2 11.1	6 6.3 33.3	2 8.3 11.1	2 7.1 11.1

Table Q4AS6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q4AS6. Approximate number of applicants tested for basic skills in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT A DEFICIENCIES IN Q4BS6

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	266 100.0 100.0	136 100.0 51.1	8 100.0 3.0	7 100.0 2.6	10 100.0 3.8	1 100.0 0.4	41 100.0 15.4	60 100.0 22.6	15 100.0 5.6	36 100.0 13.5	48 100.0 18.0	96 100.0 36.1	24 100.0 9.0	28 100.0 10.5
TOTAL ANSWER	264 99.2 100.0	135 99.3 51.1	8 100.0 3.0	7 100.0 2.7	10 100.0 3.8	1 100.0 0.4	41 100.0 15.5	59 98.3 22.3	14 93.3 5.3	36 100.0 13.6	48 100.0 18.2	96 100.0 36.4	23 95.8 8.7	28 100.0 10.6
NO ANSWER	2 0.8 100.0	1 0.7 50.0	:	:	:	:	:	1 1.7 50.0	1 6.7 50.0	:	:	:	1 4.2 50.0	:
None	6 2.3 100.0	3 2.2 50.0	:	:	:	:	1 2.4 16.7	2 3.4 33.3	:	1 2.8 16.7	:	3 3.1 50.0	1 4.2 16.7	:
1 to 100	141 53.0 100.0	84 61.8 59.6	1 12.5 0.7	4 57.1 2.8	3 30.0 2.1	1 100.0 0.7	22 53.7 15.6	25 41.7 17.7	11 73.3 7.8	18 50.0 12.8	31 64.6 22.0	52 54.2 36.9	8 33.3 5.7	13 46.4 9.2
101-500	73 27.4 100.0	36 26.5 49.3	2 25.0 2.7	1 14.3 1.4	2 20.0 2.7	:	13 31.7 17.8	18 30.0 24.7	3 20.0 4.1	11 30.6 15.1	11 22.9 15.1	28 29.2 38.4	6 25.0 8.2	8 28.6 11.0
501 to 1000	19 7.1 100.0	6 4.4 31.6	4 50.0 21.1	:	1 10.0 5.3	:	2 4.9 10.5	5 8.3 26.3	:	2 5.6 10.5	1 2.1 5.3	7 7.3 36.8	4 16.7 21.1	2 7.1 10.5
Over 1,000	25 9.4 100.0	6 4.4 24.0	1 12.5 4.0	2 28.6 8.0	4 40.0 16.0	:	3 7.3 12.0	9 15.0 36.0	:	4 11.0 16.0	5 10.5 20.0	6 6.3 24.0	4 16.7 16.0	5 17.9 20.0
Mean	642.10 2612.13 175.08	235.82 507.85 44.21	1600 3372 1192	1065 1888 713.64	1309 1586 502.32	20.00 -	1288 6300 998.15	844.65 2188 291.28	76.43 69.22 24.78	483.77 685.02 152.98	607.23 2253 323.50	422.53 1248 125.29	2407 6748 1749	746.11 1441 272.84
Sum	165684 62287.2 100.0	31128 22888.2 18.8	13520 16000.0 8.2	7315 10450 4.2	13090 13090.0 7.9	20 2000.0 0.0	51513 12541.5 31.1	48145 8041.7 29.1	1070 733.3 0.6	16932 17033.3 10.2	29147 14722.2 17.6	39295 17632.2 23.7	52955 13206 32.0	20891 7610.7 12.6

55,628

45

Table Q4BS6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q4BS6. Approximate number of applicants revealing deficiencies in basic skills in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q4BS6

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	266 100.0 100.0	136 100.0 51.1	8 100.0 3.0	7 100.0 2.6	10 100.0 3.8	1 100.0 0.4	41 100.0 15.4	60 100.0 22.6	15 100.0 5.6	36 100.0 13.5	48 100.0 18.0	96 100.0 36.1	24 100.0 9.0	28 100.0 10.5
TOTAL ANSWER	266 100.0 100.0	136 100.0 51.1	8 100.0 3.0	7 100.0 2.6	10 100.0 3.8	1 100.0 0.4	41 100.0 15.4	60 100.0 22.6	15 100.0 5.6	36 100.0 13.5	48 100.0 18.0	96 100.0 36.1	24 100.0 9.0	28 100.0 10.5
NO ANSWER	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
None	28 10.5 100.0	16 11.8 57.1	- - -	- - -	- - -	- - -	4 9.8 14.3	8 13.3 28.6	3 20.0 10.7	2 5.6 7.1	5 10.4 17.9	9 9.4 32.1	1 4.2 3.6	5 17.9 17.9
1 to 100	164 61.7 100.0	90 66.2 54.9	4 50.0 2.4	5 71.4 3.0	4 40.0 2.4	1 100.0 0.6	28 68.3 17.1	31 51.7 18.9	11 73.3 6.7	22 61.1 13.4	33 68.8 20.1	64 66.7 39.0	13 54.2 7.9	13 46.4 7.9
101-500	51 19.2 100.0	25 18.4 49.0	3 37.5 5.9	- - -	3 30.0 5.9	- - -	5 12.2 9.8	13 21.7 25.5	1 6.7 2.0	9 25.0 17.6	6 12.5 11.8	17 17.7 33.3	6 25.0 11.8	4 14.3 7.8
501 to 999	13 4.9 100.0	4 2.9 30.8	- - -	1 14.3 7.7	2 20.0 15.4	- - -	2 4.9 15.4	4 6.7 30.8	- - -	1 2.8 7.7	2 4.2 15.4	4 4.2 30.8	3 12.5 23.1	3 10.7 23.1
Over 1000	10 3.8 100.0	1 0.7 10.0	1 12.5 10.0	1 14.3 10.0	1 10.0 10.0	- - -	2 4.9 20.0	4 6.7 40.0	- - -	2 5.6 20.0	2 4.2 20.0	2 2.1 20.0	1 4.2 10.0	3 10.7 30.0
Mean	221.30 758.03 48.93	97.99 217.27 18.63	382.25 692.70 236.10	582.00 1158.24 426.24	380.00 783.62 153.26	2.00 - -	374.66 1572. 245.80	312.95 877.55 113.29	26.20 46.08 11.93	207.72 439.48 78.09	238.50 827.22 129.55	147.31 382.04 40.32	586.13 2027. 415.01	324.93 564. 111.63
Sum	58867 22130.5 100.0	13327 9700. 22.6	3058 3822.5 5.2	4074 8200. 6.9	3800 3800.0 6.5	2 200.0 *	15361 6374. 26.1	18777 9312.5 31.9	393 262.0 0.7	7478 2077.5 12.7	11448 2238.0 19.4	14142 1473. 24.0	14067 3586. 23.9	9098 3246. 15.5
	35.5	42.8	22.6	55.6%	29.0		34140 34.3%							

Table Q5S6 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q5S6. Total cost basic skills testing in 1997:
BASE=THOSE WHO CONDUCT BASIC SKILLS TESTING AND ONLY THOSE REPORT # DEFICIENCIES IN Q4BS6

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE-RETAIL	BUS./PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	266 100.0 100.0	136 100.0 51.1	8 100.0 3.0	7 100.0 2.6	10 100.0 3.8	1 100.0 0.4	41 100.0 15.4	60 100.0 22.6	15 100.0 5.6	36 100.0 13.5	48 100.0 18.0	96 100.0 36.1	24 100.0 9.0	28 100.0 10.5
TOTAL ANSWER	166 62.4 100.0	92 67.6 55.4	4 50.0 2.4	2 28.6 1.2	7 70.0 4.2	-	23 56.1 13.9	37 61.7 22.3	11 73.3 6.6	24 66.7 14.5	36 75.0 21.7	57 59.4 34.3	7 29.2 4.2	18 64.3 10.8
NO ANSWER	100 37.6 100.0	44 32.4 44.0	4 50.0 4.0	5 71.4 5.0	3 30.0 3.0	1 100.0 1.0	18 43.9 18.0	23 38.3 23.0	4 26.7 4.0	12 33.3 12.0	12 25.0 12.0	39 40.6 39.0	17 70.8 17.0	10 35.7 10.0
None	33 12.4 100.0	15 11.0 45.5	- - -	- - -	2 20.0 6.1	-	4 9.8 12.1	11 18.3 33.3	4 26.7 12.1	6 16.7 18.2	9 18.8 27.3	9 9.4 27.3	1 4.2 3.0	1 3.6 3.0
Under 10000	104 39.1 100.0	60 44.1 57.7	4 50.0 3.8	2 28.6 1.9	2 20.0 1.9	-	17 41.5 16.3	19 31.7 18.3	7 46.7 6.7	14 38.9 13.5	19 39.6 18.3	41 42.7 39.4	3 12.5 2.9	13 46.4 12.5
10K to 24,999	13 4.9 100.0	10 7.4 76.9	- - -	- - -	- - -	-	1 2.4 7.7	2 3.3 15.4	- - -	1 2.8 7.7	3 6.3 23.1	5 5.2 38.5	- - -	2 7.1 15.4
25K-49,999	7 2.6 100.0	4 2.9 57.1	- - -	- - -	- - -	-	- - -	3 5.0 42.9	- - -	1 2.8 14.3	3 6.3 42.9	- - -	1 4.2 14.3	1 3.6 14.3
50K to 99,999	3 1.1 100.0	- - -	- - -	- - -	2 20.0 66.7	-	- - -	1 1.7 33.3	- - -	2 5.6 66.7	- - -	- - -	- - -	1 3.6 33.3
100K and above	6 2.3 100.0	3 2.2 50.0	- - -	- - -	1 10.0 16.7	-	1 2.4 16.7	1 1.7 16.7	- - -	- - -	2 4.2 33.3	2 2.1 33.3	2 8.3 33.3	- - -
Mean	11541.62 10779.15 836.55	1087 [illegible] 881.72	2545 1857 1978	2000 1212 1000	32457 25624 8563	*	10323 9155 1909	11896 5113 840.42	143.91 195.82 59.04	8273 10738 2192	13324 7758 1290	11089 6977 924.16	50186 47122 1767	10086 12038 2838

Table Q1S7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q1S7. Do you sponsor a remedial training program?

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB. ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	1054 100.0 100.0	465 100.0 44.1	25 100.0 2.4	53 100.0 5.0	47 100.0 4.5	13 100.0 1.2	183 100.0 17.4	256 100.0 24.3	57 100.0 5.4	171 100.0 16.2	179 100.0 17.0	331 100.0 31.4	99 100.0 9.4	118 100.0 11.2
TOTAL ANSWER	153 14.5 100.0	113 24.3 73.9	1 4.0 0.7	3 5.7 2.0	3 6.4 2.0	: : :	17 9.3 11.1	15 5.9 9.8	11 19.3 7.2	21 12.3 13.7	31 17.3 20.3	49 14.8 32.0	14 14.1 9.2	16 13.6 10.5
NO ANSWER	901 85.5 100.0	352 75.7 39.1	24 96.0 2.7	50 94.3 5.5	44 93.6 4.9	13 100.0 1.4	166 90.7 18.4	241 94.1 26.7	46 80.7 5.1	150 87.7 16.6	148 82.7 16.4	282 85.2 31.3	85 85.9 9.4	102 86.4 11.3
In literacy skills	135 12.8 100.0	96 20.6 71.1	1 4.0 0.7	3 5.7 2.2	3 6.4 2.2	: : :	17 9.3 12.6	14 5.5 10.4	10 17.5 7.4	19 11.1 14.1	27 15.1 20.0	43 13.0 31.9	14 14.1 10.4	14 11.9 10.4
In math skills	102 9.7 100.0	82 17.6 80.4	: : :	1 1.9 1.0	1 2.1 1.0	: : :	10 5.5 9.8	7 2.7 6.9	9 15.8 8.8	9 5.3 8.8	25 14.0 24.5	37 11.2 36.3	7 7.1 6.9	7 5.6 6.9
Any remedial training	153 14.5 100.0	113 24.3 73.9	1 4.0 0.7	3 5.7 2.0	3 6.4 2.0	: : :	17 9.3 11.1	15 5.9 9.8	11 19.3 7.2	21 12.3 13.7	31 17.3 20.3	49 14.8 32.0	14 14.1 9.2	16 13.6 10.5

Table Q2AS7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q2S7. Year remedial training for literacy was inagurated:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB. ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	-	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	116 75.8 100.0	83 73.5 71.6	1 100.0 0.9	2 66.7 1.7	3 100.0 2.6	-	12 70.6 10.3	14 93.3 12.1	9 81.8 7.8	16 76.2 13.8	24 77.4 20.7	37 75.5 31.9	12 85.7 10.3	12 75.0 10.3
NO ANSWER	37 24.2 100.0	30 26.5 81.1	-	1 33.3 2.7	-	-	5 29.4 13.5	1 6.7 2.7	2 18.2 5.4	5 23.8 13.5	7 22.6 18.9	12 24.5 32.4	2 14.3 5.4	4 25.0 10.8
1999	9 5.9 100.0	4 3.5 44.4	-	-	-	-	1 5.9 11.1	4 26.7 44.4	-	-	2 6.5 22.2	2 4.1 22.2	2 14.3 22.2	2 12.5 22.2
1998	20 13.1 100.0	12 10.6 60.0	-	-	1 33.3 5.0	-	5 29.4 25.0	2 13.3 10.0	1 9.1 5.0	4 19.0 20.0	3 9.7 15.0	3 6.1 15.0	4 28.6 20.0	5 31.3 25.0
1997	16 10.5 100.0	9 8.0 56.3	-	1 33.3 6.3	-	-	3 17.6 18.8	2 13.3 12.5	1 9.1 6.3	4 19.0 25.0	3 9.7 18.8	7 14.3 43.8	-	-
1996	12 7.8 100.0	8 7.1 66.7	-	-	-	-	3 17.6 25.0	1 6.7 8.3	-	2 9.5 16.7	1 3.2 8.3	6 12.2 50.0	-	2 12.5 16.7
1995	8 5.2 100.0	8 7.1 100.0	-	-	-	-	-	-	2 18.2 25.0	-	3 9.7 37.5	2 4.1 25.0	-	-
1994	8 5.2 100.0	8 7.1 100.0	-	-	-	-	-	-	-	-	3 9.7 37.5	4 8.2 50.0	1 7.1 12.5	-
1993	6 3.9 100.0	3 2.7 50.0	1 100.0 16.7	-	1 33.3 16.7	-	-	1 6.7 16.7	-	2 9.5 33.3	1 3.2 16.7	3 6.1 50.0	-	-
1992	4 2.6 100.0	3 2.7 75.0	-	-	-	-	-	1 6.7 25.0	1 9.1 25.0	-	1 3.2 25.0	1 2.0 25.0	-	1 6.3 25.0
1991	4 2.6 100.0	2 1.8 50.0	-	1 33.3 25.0	1 33.3 25.0	-	-	-	-	1 4.8 25.0	1 3.2 25.0	-	-	2 12.5 50.0
1990	5 3.3 100.0	4 3.5 80.0	-	-	-	-	-	1 6.7 20.0	1 9.1 20.0	1 4.8 20.0	1 3.2 20.0	1 2.0 20.0	1 7.1 20.0	-
Before 1990	24 15.7 100.0	22 19.5 91.7	-	-	-	-	-	2 13.3 8.3	3 27.3 12.5	2 9.5 8.3	5 16.1 20.8	8 16.3 33.3	4 28.6 16.7	-

54

54

Table Q2BS7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q2BS7. Year remedial training for math skills was inagurated:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	90 58.8 100.0	72 63.7 80.0	:	1 33.3 1.1	1 33.3 1.1	:	8 47.1 8.9	7 46.7 7.8	7 63.6 7.8	10 47.6 11.1	23 74.2 25.6	32 65.3 35.6	6 42.9 6.7	5 31.3 5.6
NO ANSWER	63 41.2 100.0	41 36.3 65.1	1 100.0 1.6	2 66.7 3.2	2 66.7 3.2	:	9 52.9 14.3	8 53.3 12.7	4 36.4 6.3	11 52.4 17.5	8 25.8 12.7	17 34.7 27.0	8 57.1 12.7	11 68.8 17.5
1999	5 3.3 100.0	3 2.7 60.0	:	:	:	:	:	2 13.3 40.0	:	:	3 9.7 60.0	:	1 7.1 20.0	:
1998	16 10.5 100.0	10 8.8 62.5	:	:	:	:	4 23.5 25.0	2 13.3 12.5	:	3 14.3 18.8	4 12.9 25.0	5 10.2 31.3	1 7.1 6.3	3 18.8 18.8
1997	12 7.8 100.0	8 7.1 66.7	:	1 33.3 8.3	:	:	2 11.8 16.7	:	1 9.1 8.3	3 14.3 25.0	1 3.2 8.3	6 12.2 50.0	:	:
1996	6 3.9 100.0	4 3.5 66.7	:	:	:	:	2 11.8 33.3	:	:	:	1 3.2 16.7	4 8.2 66.7	:	:
1995	8 5.2 100.0	8 7.1 100.0	:	:	:	:	:	:	2 18.2 25.0	1 4.8 12.5	2 6.5 25.0	2 4.1 25.0	:	:
1994	9 5.9 100.0	9 8.0 100.0	:	:	:	:	:	:	:	:	3 9.7 33.3	5 10.2 55.6	1 7.1 11.1	:
1993	3 2.0 100.0	2 1.8 66.7	:	:	1 33.3 33.3	:	:	1 6.7 33.3	1 9.1 33.3	1 4.8 33.3	1 3.2 33.3	1 2.0 33.3	:	:
1992	4 2.6 100.0	3 2.7 75.0	:	:	:	:	:	1 6.7 25.0	1 9.1 25.0	:	1 3.2 25.0	1 2.0 25.0	:	1 6.3 25.0
1991	3 2.0 100.0	3 2.7 100.0	:	:	:	:	:	:	:	:	1 3.2 33.3	1 2.0 33.3	:	1 6.3 33.3
1990	6 3.9 100.0	6 5.3 100.0	:	:	:	:	:	:	1 9.1 16.7	1 4.8 16.7	1 3.2 16.7	3 6.1 50.0	:	:
Before 1990	16 10.5 100.0	15 13.3 93.8	:	:	:	:	1 6.7 6.3	:	1 9.1 6.3	1 4.8 6.3	5 16.1 31.3	4 8.2 25.0	3 21.4 18.8	:

Table Q3S7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q3S7. How many people were given remedial training in 1997?
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	101 66.0 100.0	80 70.8 79.2	1 100.0 1.0	2 66.7 2.0	2 66.7 2.0	:	8 47.1 7.9	7 46.7 6.9	6 54.5 5.9	15 71.4 14.9	23 74.2 22.8	35 71.4 34.7	8 57.1 7.9	10 62.5 9.9
NO ANSWER	52 34.0 100.0	33 29.2 63.5	:	1 33.3 1.9	1 33.3 1.9	:	9 52.9 17.3	8 53.3 15.4	5 45.5 9.6	6 28.6 11.5	8 25.8 15.4	14 28.6 26.9	6 42.9 11.5	6 37.5 11.5
None	15 9.8 100.0	13 11.5 86.7	:	:	:	:	1 5.9 6.7	1 6.7 6.7	2 18.2 13.3	:	3 9.7 20.0	6 12.2 40.0	1 7.1 6.7	2 12.5 13.3
1 to 100	76 49.7 100.0	59 52.2 77.6	1 100.0 1.3	2 66.7 2.6	2 66.7 2.6	:	5 29.4 6.6	6 40.0 7.9	3 27.3 3.9	13 61.9 17.1	18 58.1 23.7	25 51.0 32.9	6 42.9 7.9	8 50.0 10.5
101-500	10 6.5 100.0	8 7.1 80.0	:	:	:	:	2 11.8 20.0	:	1 9.1 10.0	2 9.5 20.0	2 6.5 20.0	4 8.2 40.0	1 7.1 10.0	:
501 to 999	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Mean	41.60 58.20 5.81	41.41 60.83 6.81	30.00 - -	43.00 35.33 37.00	18.50 19.28 11.50	:	62.50 72.01 25.46	28.00 20.50 7.71	56.00 27.61 31.69	52.80 50.79 13.09	37.35 36.62 7.85	42.37 25.39 12.92	36.43 58.82 24.34	11.00 8.29 2.81

Table Q4S7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q4S7. Approximate cost of remedial training in 1997:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS / PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	75 49.0 100.0	60 53.1 80.0	1 100.0 1.3	1 33.3 1.3	2 66.7 2.7	:	5 29.4 6.7	5 33.3 6.7	3 27.3 4.0	7 33.3 9.3	19 61.3 25.3	27 55.1 36.0	7 50.0 9.3	8 50.0 10.7
NO ANSWER	78 51.0 100.0	53 46.9 67.9	:	2 66.7 2.6	1 33.3 1.3	:	12 70.6 15.4	10 66.7 12.8	8 72.7 10.3	14 66.7 17.9	12 38.7 15.4	22 44.9 28.2	7 50.0 9.0	8 50.0 10.3
None	19 12.4 100.0	17 15.0 89.5	:	:	:	:	1 5.9 5.3	1 6.7 5.3	1 9.1 5.3	2 9.5 10.5	6 19.4 31.6	7 14.3 36.8	:	2 12.5 10.5
Under 10000	39 25.5 100.0	28 24.8 71.8	1 100.0 2.6	1 33.3 2.6	2 66.7 5.1	:	3 17.6 7.7	3 20.0 7.7	1 9.1 2.6	2 9.5 5.1	11 35.5 28.2	12 24.5 30.8	6 42.9 15.4	4 25.0 10.3
10K to 24,999	6 3.9 100.0	5 4.4 83.3	:	:	:	:	:	1 6.7 16.7	:	2 9.5 33.3	:	3 6.1 50.0	:	1 6.3 16.7
25K-49,999	8 5.2 100.0	5 4.4 83.3	:	:	:	:	1 5.9 16.7	:	:	1 4.8 16.7	1 3.2 16.7	4 8.2 66.7	:	:
50K to 99,999	3 2.0 100.0	3 2.7 100.0	:	:	:	:	:	:	:	:	1 3.2 33.3	1 2.0 33.3	:	1 6.3 33.3
100K and above	2 1.3 100.0	2 1.8 100.0	:	:	:	:	:	:	1 9.1 50.0	:	:	:	1 7.1 50.0	:
Mean	12163.35 10656.10 1250.69	13987 13292 1450	5000 :	1200 :	3000 2838 2000	:	8570 17567 7883	2893 2070 1820	48600 39992 21567	9314 12303 3568	6267 5976 2770	9051 8821 1723	37186 41321 11325	8626 17500 6261

Table Q5AS7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q5AS7. Remedial training hours are:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	141 92.2 100.0	105 92.9 74.5	1 100.0 0.7	3 100.0 2.1	3 100.0 2.1	:	13 76.5 9.2	15 100.0 10.6	8 72.7 5.7	20 95.2 14.2	30 96.8 21.3	46 93.9 32.6	13 92.9 9.2	14 87.5 9.9
NO ANSWER	12 7.8 100.0	8 7.1 66.7	:	:	:	:	4 23.5 33.3	:	3 27.3 25.0	1 4.8 8.3	1 3.2 8.3	3 6.1 25.0	1 7.1 8.3	2 12.5 16.7
Paid time	80 52.3 100.0	51 45.1 63.8	1 100.0 1.3	3 100.0 3.8	2 66.7 2.5	:	8 47.1 10.0	14 93.3 17.5	6 54.5 7.5	12 57.1 15.0	17 54.8 21.3	25 51.0 31.3	6 42.9 7.5	7 43.8 8.8
Unpaid time	69 45.1 100.0	58 51.3 84.1	:	1 33.3 1.4	3 100.0 4.3	:	5 29.4 7.2	2 13.3 2.9	2 18.2 2.9	8 42.1 11.6	15 48.4 21.7	23 46.9 33.3	8 57.1 11.6	8 50.0 11.6

Table Q6AS7

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q6AS7. The remedial course was designed by:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE/ RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	143 93.5 100.0	107 94.7 74.8	1 100.0 0.7	3 100.0 2.1	3 100.0 2.1	:	14 82.4 9.8	14 93.3 9.8	9 81.8 6.3	20 95.2 14.0	30 96.8 21.0	46 93.9 32.2	13 92.9 9.1	14 87.5 9.8
NO ANSWER	10 6.5 100.0	6 5.3 60.0	:	:	:	:	3 17.6 30.0	1 6.7 10.0	2 18.2 20.0	1 4.8 10.0	1 3.2 10.0	3 6.1 30.0	1 7.1 10.0	2 12.5 20.0
An outside provider	67 43.8 100.0	57 50.4 85.1	:	1 33.3 1.5	:	:	8 57.1 11.9	:	3 27.3 4.5	12 57.1 17.9	11 35.5 16.4	22 44.9 32.8	8 57.1 11.9	7 43.8 10.4
In-house training staff	28 18.3 100.0	19 16.8 67.9	1 100.0 3.6	1 33.3 3.6	:	:	2 11.8 7.1	5 33.3 17.9	2 18.2 7.1	2 9.5 7.1	5 16.1 17.9	9 18.4 32.1	2 14.3 7.1	4 25.0 14.3
A combination of both	48 31.4 100.0	31 27.4 64.6	:	1 33.3 2.1	3 100.0 6.3	:	3 17.6 6.3	9 60.0 18.8	4 36.4 8.3	6 28.6 12.5	14 45.2 29.2	15 30.6 31.3	3 21.4 6.3	3 18.8 6.3

Table Q6BS7 *

1999 AMA WORKPLACE TESTING SURVEY (3/29/1999)

Q6BS7. The remedial course is delivered by:
BASE=THOSE WHO SPONSOR REMEDIAL TRAINING

	TOTAL	BUSINESS CATEGORY: MANFG.	FIN.	WHOLE. RETAIL	BUS./ PROF. SERV.	PUB ADMIN.	OTHER NON-PROFIT	OTHER FOR PROF.	REGION: NEW ENGLAND	MID ATL	SOUTH	MID WEST	SOUTH WEST/ WEST	PACIF.
TOTAL	153 100.0 100.0	113 100.0 73.9	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	17 100.0 11.1	15 100.0 9.8	11 100.0 7.2	21 100.0 13.7	31 100.0 20.3	49 100.0 32.0	14 100.0 9.2	16 100.0 10.5
TOTAL ANSWER	148 96.7 100.0	110 97.3 74.3	1 100.0 0.7	3 100.0 2.0	3 100.0 2.0	:	15 88.2 10.1	15 100.0 10.1	11 100.0 7.4	21 100.0 14.2	30 96.8 20.3	48 98.0 32.4	13 92.9 8.8	14 87.5 9.5
NO ANSWER	5 3.3 100.0	3 2.7 60.0	:	:	:	:	2 11.8 40.0	:	:	:	1 3.2 20.0	1 2.0 20.0	1 7.1 20.0	2 12.5 40.0
An outside provider	86 56.2 100.0	73 66.4 84.9	:	1 33.3 1.2	1 33.3 1.2	:	8 47.1 9.3	2 13.3 2.3	6 54.5 7.0	14 66.7 16.3	14 45.2 16.3	29 59.2 33.7	8 57.1 9.3	7 43.8 8.1
In-house training staff	31 20.3 100.0	24 21.8 77.4	:	1 33.3 3.2	:	:	4 23.5 12.9	2 13.3 6.5	2 18.2 6.5	4 19.0 12.9	6 19.4 19.2	8 16.3 25.8	2 14.3 6.5	6 37.5 19.4
A combination of both	31 20.3 100.0	13 11.8 41.9	1 100.0 3.2	1 33.3 3.2	2 66.7 6.5	:	3 17.6 9.7	11 73.3 35.5	3 27.3 9.7	3 14.3 9.7	10 32.3 32.3	11 22.4 35.5	3 21.4 9.7	1 6.3 3.2

Chairman BOND. Thank you very much, Mr. Greenberg.

You have presented significant information and will be made a part of the record and we very much appreciate that.

Let me just touch on a question that I have. Small companies, when they are faced with these skills-deficient workers, you talk about icons on the cash registers, optical scanning in supermarkets and other places reduces the need of some, but what are smaller companies doing? Are they hiring skills-deficient applicants and trying to train them or are they turning them away and not giving any job opportunities to them?

Mr. GREENBERG. Most of them are turning away skills-deficient applicants. Nine percent of them nationally—and the figure is the same for small businesses as large businesses—hire and train skills-deficient workers. That is up from 5 percent as recently as 2 years ago.

So, more companies are hiring skills-deficient workers and giving them or offering them remedial training. Only half of that remedial training though, Senator, is paid time. Half of the companies offer that remedial training as unpaid time. That aligns with the voluntary as opposed to obligatory policies. If it is obligatory policies the law requires this to be paid time, but if it is voluntary training, it does not require it to be paid time.

So, we see a close alignment in that 9 percent that hire and offer or require remedial training and the same breakout in terms of those that make such training paid time and unpaid time.

Chairman BOND. I share your view that the part of the bad news that is really good news is the fact that there is such a high level of employment, that is why we have tapped many of the people who are able. I am interested in the second category, the people for whom English is not a first language. Some of my experiences, the anecdotal experiences that I have seen in Missouri indicate that those workers who come in without a basic knowledge of English and that are very often given training in English can leap way up the ladder. Some of our immigrant workers, really, once they learn the English language, have high value at many levels.

Sir, what do you see in terms of the basic educational component of those for whom English is not a first language?

Mr. GREENBERG. Senator, literacy is translatable. Those who are literate in their native languages tend quickly to become literate in English. Those who are illiterate in their native languages tend not to become literate.

Chairman BOND. OK.

The tough question is, for those who are not English-speaking when they come in, what percentage of them are literate in their native languages?

Mr. GREENBERG. I am afraid—well, the ongoing problem with survey work, Senator, is you only get the answers to the questions that you ask and we did not ask that question, so, I do not have the figures on that.

I would not pretend to have expertise that I do not have except when I am dating.

Chairman BOND. OK.

Any particular suggestions for basic skills, training programs that have been successful in your member organizations? What are

the best practices? What can and should businesses be doing to address this problem? That, I guess, is the key element.

Mr. GREENBERG. The first thing I want to point out in that regard is that basic skills training is not very expensive. Although there are various reporting levels, when we asked the question about costs—some companies include overhead costs, trainer salaries, et cetera, and some do not—the costs average out to less than $300 per trainee; it is $298 to be specific per trainee. And half of those reporting costs said that they spent less than $10,000 on remedial training in 1998.

In terms of best practices—that is kind of an elastic term—by AMA's definition, best practices lead to a competitive advantage and they are replicable and transferrable from one arena to another.

In terms of remedial training, I would point to Owens-Corning which is headquartered in Toledo, Ohio, where John Mallon, the Director of Training and Development is very much involved in the remedial training programs there and nationally, in which Owens-Corning is involved.

But in terms of involvement with public school systems, there are some fascinating things going on, Senator. In Sioux Falls, South Dakota, Citicorp's operation there has created a $7 million facility onsite for a kindergarten that is run by the local school district. The school is part of the local school district but it operates onsite at the Citibank headquarters there and the facility is paid for and maintained by Citicorp.

Similarly, NationsBank in Jacksonville, Florida, has a school run, again, by the local school system onsite that covers kindergarten through fourth grade. There are constant requests to get it up to fifth grade and then sixth grade.

Norwest Bank, which is now merging with Wells Fargo out in San Francisco, is now doing its recruiting at the high school level for jobs that—college recruiting is, of course, a long-standing practice, but Norwest Bank is now recruiting at the high school level. There are other examples of this kind of involvement and reaction to the skills shortage.

Chairman BOND. Well, we will be very interested in following all of those. Let me offer for your consideration an experiment that began in Missouri about a quarter of a century ago. It is something called, Parents as Teachers. As Governor, I took it state-wide, and it involves working with parents from the birth of their children to 3 years old when 50 percent of the learning intelligence develops.

By helping parents be the good first teachers for their children we have had, I believe, an appreciable, demonstrable impact on learning capacity. The figure nationally is 40 percent of children in the fourth grade are reading below their grade level, and in Missouri, it is 33 percent. Unfortunately, we have not been out ahead of the curve in many areas, but in this, where children have been in Parents as Teachers, it does work. I would suggest to you that maybe your members not just get started at the kindergarten level but work with school districts and work on programs like Parents as Teachers to begin with the parents from the birth of their child.

Mr. GREENBERG. It is good business to do so, Senator. One of the more fascinating findings that we have come up with in other re-

cent AMA surveys, we asked about retention policies among human resources managers and they tell us that work-life policies that involve greater time spent at home with young children is a more effective retention tool than are monetary issues, like pay increases and the like. Employers and workers valued that kind of policy.

Chairman BOND. As the Republican sponsor of the Family and Medical Leave Act, I appreciate that.

Let me turn to Senator Kerry now for his questions.

Senator KERRY. Thank you, Mr. Chairman.

Mr. Greenberg, how many members do you have?

Mr. GREENBERG. We have 10,000 corporate members, Senator Kerry, that together employ about a quarter of the American work force. We have 70,000 individual members, as well.

Senator KERRY. Do you have any kind of proactive effort within the Association to reach them and set out an agenda for them with respect to schools in their communities?

Mr. GREENBERG. We guide the surveys that offer benchmarks for common policies and our member companies use that in terms of setting their own policies and we offer a great many courses and seminars and conferences on various aspects of human resources management and human resources policy.

Senator KERRY. I am thinking specifically, though, of their engagement with the local public schools.

Mr. GREENBERG. We report on such issues through our information gathering and share it on our website with other member companies. But in terms of developing best practices and delivering them to our member companies, yes, that is part of the ongoing work of our organization.

Senator KERRY. When the Association meets annually, you do meet annually?

Mr. GREENBERG. We have an annual meeting. Our biggest single event is an annual human resources conference at which these issues are often addressed.

Senator KERRY. How many individual companies would come to that or be represented?

Mr. GREENBERG. Between 800 and 1,200 depending on various circumstances.

Senator KERRY. I was struck in your testimony——

Mr. GREENBERG. But, Senator, I should point out that our core business, our core service is education. We are not a trade group in the sense of lobbying. We are a chartered education organization whose core business is management training and development and in that way we train more than 2 million managers a year, both in the United States and globally.

Senator KERRY. And you train those managers in management skills?

Mr. GREENBERG. Exactly.

Senator KERRY. Does that include some of this methodology or the pedagogies for outreach to——

Mr. GREENBERG. Indeed.

Senator KERRY [continuing]. Skill training and so forth?

Mr. GREENBERG. Indeed, it does.

Senator KERRY. Well, what I am getting at is, it struck me in your third to last paragraph, you say that in talking about other

approaches that could be considered, other than just remedial training, you say the first is ongoing support of local elementary and secondary education by the business community.

Mr. GREENBERG. Exactly.

Senator KERRY. Now, I think that is enormously important and much too lacking in far too many communities. People are running around doing the remedial, spending an awful lot of business money on the remedial component and far too little on the preventive, on the guarantee that the system is providing them with greater choice ahead of time, would you agree?

Mr. GREENBERG. An ounce of prevention perhaps, Senator.

Senator KERRY. I mean you are reaching how many employers? A quarter of the employers?

Mr. GREENBERG. Our 10,000 members together employ a quarter of the American work force.

Senator KERRY. It would seem to me that you would have an ability to leverage those 10,000 into a far more proactive stance with respect to local schools.

Let me be frank. You know, there are far too few of your graduates serving on school boards. They will not run. They do not take the time to do that. There are far too few of them involved directly with school committees or with the principals or the superintendent, would you not agree?

Mr. GREENBERG. Well, it goes further than that, Senator. Naturally local schools are supported by local tax bases. Naturally from time-to-time local communities would come to major employers in the area and explain their needs and look for opportunities to improve their tax base. The response, perhaps too often, from the local major employer is, "gee, I am sorry you are telling me this; we have a terrific offer for a very low-tax operation out somewhere in another part of the country or perhaps even off-shore and we just do not see how it makes business sense to pay more taxes here when we have got this opportunity elsewhere."

So, it goes beyond your concern, Senator. That is why I am very pleased to report among some AMA member companies, and it is interesting to see that all of them who are examples that I brought forward, are in the financial services sector where the cognitive skill level is the highest in terms of their needs to perform the necessary work. But we see again Citicorp's involvement in local schools in Sioux Falls, South Dakota; we see Norwest in San Francisco; we see the operation in Jacksonville, Florida, a NationsBank operation in Jacksonville, Florida, where they are actually creating facilities on corporate sites run by the local school district.

Senator KERRY. It is happening to a degree but I would hope that—and I think, Mr. Chairman, we ought to try—I think this Committee could proactively reach out to the broad business community. I think we ought to enlist Aida Alvarez in this. I think we ought to create a major small business initiative to try to engage them in understanding this linkage.

I know the red light is on, but let me just quickly tell you a story and say why. A fellow named Gene Lang—do you know Gene Lang?

Mr. GREENBERG. I do not.

Senator KERRY. Gene Lang graduated from P.S. 121 in New York City and about 18 years ago now, I think he went back to the school to give a graduation address. It was in the 1980s. And he arrived at the school, he had written out this address and he started learning about what was happening at the school and he threw away his address. He realized he could not give his address. It was not the same school he had gone to.

Fully 60 percent of the kids were not graduating; 60 percent were dropping out. More than 50 percent, before they were 20 years old—this is a high school—20 years old were either in jail, had visited a jail or were parents. And only 4 percent were going on to higher education.

And he looked out at the class and he said, "I will tell you what—a very successful businessman—he said, I am going to take the class that is starting ninth grade, I am going to tell you if you stay in school, I am going to pay for your college education." And he started a program called, I Have a Dream Program, now replicated in many cities across the country, supported by businesses.

At that school today, 90-plus percent are graduating, more than 60 percent have jobs at the time of graduation and I think the drop-out rate is down to 4 or 5 percent. Now, why? What happened?

He took his business and his employees, his managers, and he made them mentors. He said, you are going to go into this school and you are going to mentor some of these kids. And we are going to even teach where necessary. We are going to change the culture of this institution and he did.

I can show you schools all over the country where a company may have become engaged like that or an individual became engaged and they basically changed the rules. What happened is—and I get frustrated in the Congress about this debate over vouchers and charter schools—you can make every school of the public school system a charter school if you simply get a great principal and liberate them to go out and do these best practices.

In effect, there are many schools in the country that are now working where parents are allowed to choose to go to the school. They are over-subscribed. You cannot find a place in the school. It is in the public school. It does not call itself a charter school. But the principal has worked out special relationships with the school board, special relationships with the union. They will fire teachers or move those out who are not performing, et cetera, et cetera, and you have a great school.

Mr. GREENBERG. Senator, both of my children went to New York City public schools and the oldest received and the youngest is receiving an excellent public education by participating in these special school alternatives that have been set up within the city public school systems, that are the closest thing possible under the New York City public school system to, not charter schools yet, but to parent co-ops, where parents have important ongoing input into hiring and firing and into curriculum development.

I am proud to say that my kids have attended New York City public school systems and perhaps to say that they have received excellent educations in doing.

Senator KERRY. Good for you.

I hope we could pick up on this concept because I think we could revolutionize a lot of this without having to look to Washington, without mandates, none of that, just by thinking a little out of the box and the fact is that many schools are doing it now. They do not call themselves a charter school, they are not a parochial school, whatever, but they are adopting best practices and——

Mr. GREENBERG. Alternative schools is the term we use in New York and these are supported by the Annenberg Foundation and by other entities that contribute financially to the operations.

Senator KERRY. The corporate community can make it happen far faster than we can. And that, I think, is the message and I hope we can find a way to grow that message very rapidly.

Chairman BOND. Thank you very much, Senator Kerry. I will take up your offer. We will have a roundtable discussion here with representatives of small businesses as we move forward in looking at education issues. We will continue this discussion to see how we can get more businesses involved.

Now, let me turn to Senator Snowe.

Senator SNOWE. Thank you, Mr. Chairman. I would like to submit a prepared statement for the record.

Senator BOND. Without objection it will be included in the record.

[The prepared statement of Senator Snowe follows:]

57-698 99 - 3

PREPARED STATEMENT OF SENATOR OLYMPIA J. SNOWE
Senate Committee on Small Business
Hearing entitled "Education Success = Business Success"
May 25, 1999

Thank you, Mr. Chairman. I appreciate your leadership on issues of importance to small businesses. I would also like to welcome our witnesses. You represent the small business community, and as a member of the Small Business Committee, I am keenly aware that small businesses form the backbone of our economy.

One of the most fundamental needs that any growing business will ever face is the need for employees with basic skills, so we must not discount the importance of this issue. That is why our focus today is on education.

Our focus as lawmakers must be to create a climate where today's students will learn the basic skills that will provide a foundation for tomorrow's career opportunities. Without basic skills, workers are limited, and small businesses are confined.

I would also note that today, the growth of higher-skilled jobs is outpacing growth in all other fields. If we are to build a base of *highly*-skilled workers, we certainly need to begin with a base of graduates with basic skills. As a society, we must place a greater emphasis on knowledge and the need to learn. This should be a value in our culture, and a life-long process.

Small businesses innovation will play a key role in determining America's fate in the 21st century. Will U.S. companies be able to compete? Will there be good jobs for our workers? The answer to these questions hinges on the priority we place on education. Without workers with basic skills, our entire economy will rest on a weak foundation -- with workers with strong basic skills, our economy will rest on a strong foundation. The fact is, change is occurring faster now than at any point in our history. Without basic skills, we are simply not equipped to confront the challenges that accompany rapid change. This has always been the case, and it has never been more true than now.

We're in the midst of a revolution, driven by technology, that eclipses even the industrial revolution, and in many respects small businesses are leading the way. Small business is the driving force behind our economy, and in order to create jobs we must encourage small businesses expansion. Helping foster small business entrepreneurship and encourage job creation is one of my highest priorities. Education must be at the center of this effort.

Nationwide, an estimated 13 to 16 million small businesses account for over 99 percent of all employers. They also employ over 50 percent of the workers. Small businesses account for virtually all of the new jobs being created. Maine, in particular, is a state with a historical record of self-reliance and small business enterprise. In Maine, of the roughly 36,660 employers, 97.6 percent are small businesses. Surveys credit small businesses with all of the new jobs in Maine as well. If these businesses are unable to get the workers they need -- with the skills they need -- we are in serious trouble.

Small businesses are the original -- and finest -- job training program, but they are not a replacement for elementary and secondary schools. As such, I look forward to reviewing the testimony of our witnesses, and I look forward to working with you on this important issue.

Thank you.

Senator SNOWE. Mr. Chairman, thank you for holding this hearing today on an important issue with a very appropriate focus. Mr. Greenberg, thank you for your testimony. I would like to ask several questions with respect to how you think the business community can approach the education community?

Because I think that in the past, obviously, there have been attempts to incorporate new educational programs in the school systems and I am thinking, for example, Jobs For America's Graduates—and the State of Maine has been a leader in that effort to offer alternative schooling within the conventional high school system and it has not always been easy.

Mr. GREENBERG. No.

Senator SNOWE. I think that is a very important issue as we progress in this society, whereas you mentioned, the Hudson Institute's report which shows the number of jobs that require an increasing number of skills; yet, we do not have the number of qualified workers to perform them.

I mention in a number of my messages, especially during commencement time, that people are going to have to get engaged in continuing learning and education because the skills are constantly changing and they have to be prepared to do so.

But just in focusing on the students coming out of high schools, what can we do to encourage the educational community to adapt to the changing workplace?

Because I do not just see it with the corporate community going into the school system. You were mentioning the fact that the businesses have to support the educational system at the local and secondary level. But I do not see that as easily adaptable.

Mr. GREENBERG. Adaptability is a key word. I think, Senator, if I may?

Senator SNOWE. Yes.

Mr. GREENBERG. The nature of necessary skills, the nature of the work that is being done changes so rapidly these days that—one example is if you had called most businesses as recently as 2 years ago and asked for the web master, you probably would have been connected with the custodian who took care of the spider webs.

Senator SNOWE. Right.

[Laughter.]

Mr. GREENBERG. Now, practically every major company has 1 or 2 or 5 or 10 maintaining their corporate websites. When I return a rented car at Avis, I am handed a receipt right there by an attendant who uses a hand-held scanner. That attendant 2 years ago simply would have gotten in my car and driven it away and I would have stood in line for someone else. The skill necessary to have that job has been upgraded and changed importantly, and what works today will not work tomorrow any more than it worked yesterday.

The key element in this cooperative nature between businesses and educators is identifying what skills are and will be necessary for employment. Educators naturally look in terms of jobs: How are these kids going to get jobs? Employers look at it in terms of work. What work do we need done and will we have the people with the skills to do that work? An ongoing dialog as to what is changing within the work force and what is changing within the com-

petencies and skills necessary to do the work are really key to the communication to which you refer.

Senator SNOWE. Well, I see that at the post-secondary level. For example, we have a technical college system in Maine that has worked very well. It is one of the most progressive in the country. In fact, I gave the commencement speech recently at one of the technical colleges where they have almost 100 percent placement of the 470 of those who were graduating 2 weeks ago.

Those skills and those jobs are being matched with what is needed in the business community. I am just wondering how you do that in what you are referring to in the local and secondary education?

Mr. GREENBERG. I used earlier the example of Norwest Bank out in San Francisco doing its recruiting at the high school level. Coming into high schools and explaining that these are the necessary skills, this is what we are looking for and we would like an opportunity to talk to you, among children who have decided they are not going on to post-secondary education.

Senator SNOWE. That is why I was mentioning that Jobs for America's Graduates, which I think is a very effective and successful program yet, at the same time, it is very difficult to overcome some of the resistance that is natural, I think, in the educational community about adapting to a new program or encouraging young people to go into, a different course, than generally what has been the norm in high school.

Mr. GREENBERG. Senator, change and the resistance thereto in institutions is an ongoing fascination of mine and a study at the American Management Association and elsewhere. There is never any surprise as to resistance to change, even when a new system is demonstrably more efficient, effective than the old. It is a fascinating subject and there is a lot of literature out there that is really worth reading.

Senator SNOWE. That is why, when you were saying that it is not uniform in what is happening in those partnerships between the business community and the educational community, it is not uniform across the country.

Mr. GREENBERG. No, not at all.

Senator SNOWE. I think that is an area that has to really be encouraged and worked on because I do not think it is necessarily, the easiest course and particularly at that level.

Mr. GREENBERG. Well, again, Senator, as you well know, if it were easy, we would not be having hearings about it.

Senator SNOWE. Exactly.

Are most of those individuals who are deficient in basic skills those who have just recently graduated from high school or are they older?

Mr. GREENBERG. There is nothing in our questionnaire that specifically says new job applicants or first-time job applicants but it is a fair assumption that the greater share of those that are tested and that show these deficiency rates are first-time applicants.

Senator SNOWE. The disproportionate number of those who do not possess those skills are generally working for smaller businesses, those with fewer than 500 employees?

Mr. GREENBERG. We did see a much higher rate among small businesses in the deficiency rate, 49.3 percent, than was the overall average for businesses of all sizes, which was 36 percent, but you have got to be careful with numbers—lies, damn lies and statistics is the old phrase—because in our sample fewer individuals were tested by smaller companies than by larger ones. The margins of error get a little shaky and that comparison of 49 percent among smaller companies to 36 percent nationwide is somewhat reflective of the smaller pool that was tested by smaller companies.

Senator SNOWE. You said that remedial training is not very expensive, but——

Mr. GREENBERG. Now, $289 per trainee.

Senator SNOWE. How long would a business have to train somebody to be proficient in the basic skills?

Mr. GREENBERG. Generally, not very long. Two, three months is usually considered adequate.

Senator SNOWE. OK.

Thank you, Mr. Greenberg.

Thank you, Mr. Chairman.

Mr. GREENBERG. Thank you.

Chairman BOND. Thank you very much, Senator Snowe.

As a member of the board of Jobs For America's Graduates, I will note that you have put in a strong plug for the program and I thank you for that.

Thank you very much, Mr. Greenberg.

We will continue this discussion. We value your input and we have got lots of ideas. We are just brimming with them as a result of your testimony. We are looking forward to hearing from our next panel.

So, now, I would like to call forward the second panel, which consists of Ms. Carol L. Ball, president and CEO, Ball Publishing in Greenville, Ohio, and chairman of the Education, Employment and Training Committee of the U.S. Chamber of Commerce, in Washington, D.C.; Ms. Barbara Seisler Goodling, secretary/treasurer, Albert Seisler Machine Corporation, Mohnton, Pennsylvania, and member, National Federation of Independent Business, Washington, D.C.; Edward Rust, chairman and CEO, State Farm Insurance Companies, Bloomington, Illinois, and chairman of the National Alliance of Business, Washington, D.C.; Kelly Fujiwara, chair of the Education Committee of the Lexington/Rockbridge Chamber of Commerce, Lexington, Virginia.

Thank you all very much for being here.

Ms. Ball, if you would go ahead.

STATEMENT OF CAROL L. BALL, PRESIDENT AND CEO, BALL PUBLISHING, INC., GREENVILLE, OHIO, AND CHAIRMAN, EDUCATION, EMPLOYMENT AND TRAINING COMMITTEE, U.S. CHAMBER OF COMMERCE, WASHINGTON, D.C.

Ms. BALL. Mr. Chairman, and Members of the Committee, I am Carol Ball, president and CEO of Ball Publishing, a small firm located in Greenville, Ohio. Our firm employs 24 full-time and 20 part-time employees. I also come before you as a board director representing the U.S. Chamber of Commerce and chairman of the Chamber's Education, Employment and Training Committee.

I request that both my written and oral statements be made a part of the record.

Chairman BOND. Without objection they will be and I should have said for all witnesses we will make your full statements and any subsequent addendum you wish to add part of the record.

Ms. BALL. And Senator Bond, I certainly thank you for having this hearing and I am very honored to be able to speak to you today on issues that are very important to me and to millions of other small business owners who share similar concerns.

The level of academic competence that is achieved, by graduation from high school, of our college and work force-bound candidates provides the foundation for success of our future entrepreneurs and small business owners. In their hands will lie the future direction of the world's most powerful and resilient economy. Their academic competence and skills will determine whether small business continues to be the strong job-producing engine of opportunity that it has been over the last decade or whether it will sputter and stall. In their hands ultimately lies the future strength and prosperity of the Nation.

Unfortunately, my personal experience has shown me that the jury is still out as to whether the educational foundation of the future generation of entrepreneurs is being built on solid ground.

I interview and train high school graduates who show less than academic skill levels in the core areas of reading, writing, math and communication. I can tell you I remember once overhearing as I walked into the office—a new receptionist that we had hired out of a school program that was an OEA program, answered the phone and said, "I am sorry, he ain't in yet." After shuddering my way to my office, I am wondering, "oh, well, OK."

Then when you look at prospective employees that come to you for interviews for jobs and they are wearing nose-rings, and eye-rings, and rings where you may not even see rings, and they are asking for jobs that——

Chairman BOND. We do not need to go there, Ms. Ball, thank you very much.

[Laughter.]

Ms. BALL [continuing]. That put them in the public eye, this also adds to my frustration of job readiness and what are they teaching in the schools in job readiness. I do not need computer programmers in my business but I need people that can operate computers.

For most people, whether directly out of high school or after college the ultimate goal of learning is to be able to enter the job market with a competitive advantage. America's swiftly developing technologies will increase this demand as it has over the past few years. I can remember starting the publishing business using linotypes, melting molten lead in order to make cast and make plates. Today our technology changes yearly and if I do not keep up with it, I will no longer be called publisher, president and CEO, I will be out on my ear, because I cannot keep up with the competition.

In that regard, the Chamber of Commerce has actually helped with their membership across the United States and with their affiliations with State and local chambers and other trade associations in best practices that they allow. So, that is small business—and I really mean small business. I am not talking 500 or less. I

am talking 25 and fewer employees, 100 and fewer employees. That is small business in America. Five-hundred employees would scare me to death.

But when the Chambers help us to find the best practices across the States so, we do not have to reinvent the wheel, this is a help and I think this is a help where your Committee can put together some of the best practices. It is the Chamber's position that the quality of education does lie within the State and local governments but not in forms of mandates, but in forms of helping hands. In forms of if I have computers that are outdated that I do get—and I do not mean outdated to the point that they are stone and chisel, I mean they are last year's computers—that I can donate and get a tax break from. It certainly helps.

These are the things that Chambers help to do. Another campaign that the Chamber has promoted that assists local businesses and schools are that we ask for high school transcripts. When I first saw this program I wondered, you know, well, what good is this? And then I got to looking at it, and I thought, yes, high school transcripts are important. Not for what they took, not for what grades they made, but were they there? What was their attendance records.

The diploma pledge that we have started in our own local Chamber has helped because we give preference to hiring to local graduates that have graduated rather than dropouts. Now, if there is a dropout that has dropped out because of economical reasons or other reasons, yes, we will consider them, but the majority of the members of our local Chamber have signed the diploma pledge and have signed that they will look at the transcripts of seniors and people that they hire.

So, we thank you for this opportunity to bring to you some of our concerns and we ask that maybe we can have graduates from schools that have basic learning, basic job readiness; and we will train them from then on out.

Thank you, Senator.

[The prepared statement of Ms. Ball follows:]

Statement
on
Education Success Equals Business Success
to the
United States Senate
Committee on Small Business
for
The U.S. Chamber of Commerce
And Ball Publishing, Inc.
by
Ms. Carol L. Ball, President & CEO
Ball Publishing, Inc.

Tuesday, May 25th, 1999

Mr. Chairman and members of the Committee, I am Carol Ball, President and Chief Executive Officer of Ball Publishing, a small business headquartered in Greenville, Ohio. Our firm employs 24 full-time and 20 part-time employees. I also come before you as a Board Director representing the U.S. Chamber of Commerce and Chairman of the Chamber's Education, Employment & Training Committee. I request that both my written and oral statements be made part of the record.

I want to thank Senator Bond for having this hearing. I am very honored to be able to speak to you today on issues that are very important to me and to millions of other small business owners who share similar concerns.

The level of academic competence that is achieved by graduation from high school of our college and workforce bound candidates provides the foundation for success of our future entrepreneurs and small business owners.

In their hands will lie the future direction of the world's most powerful and resilient economy. Their academic competence and skills will determine whether small business continues to be the strong job-producing engine and bastion of opportunity that it has been over the last decade or

whether it will sputter and stall. In their hands ultimately lies the future strength and prosperity of this nation.

Unfortunately my personal experience has shown me that the jury is still out as to whether the educational foundation of the future generation of entrepreneurs is being built on solid ground.

I consistently interview and train high school graduates who show less than adequate skill levels in the core areas of reading, writing, math and communication. I can remember once overhearing my telephone receptionist reply to an inquiry about an associate, "no, he ain't come in yet." There was another entry-level person who was incapable of multiplying the columns times inches to find out the size of an advertisement.

Adding to my frustration is the wholesale lack of training for basic job readiness skills such as showing up on time, giving notice for intent to leave employment and appropriate standards of dress and grooming. Can you imagine my chagrin when a young man showed up for an interview with a ring through his nose or another applicant who applied for a job in thongs with no socks on?

For most people, whether directly out of high school or after college, the ultimate goal of learning is to be able to enter the job market with a competitive advantage. America's swiftly developing technologies will increase the demand for highly skilled and well-educated workers. A rapidly changing and more entrepreneurial economy places a premium on both adaptability and flexibility. Workers able to master technology and cope with change will have an advantage.

Those future entrepreneurs and small business owners are going to require a higher level of academic competence in order to succeed than we did when we started our businesses. Once again I find that many classrooms are lacking in basic computer equipment and I see teachers who are technologically incompetent. Many students pick up more of their computer skills from the games they play on their home computer than from the instruction they receive at school. Computer literacy of our high school graduates is a necessity to foster the next generation entrepreneurs.

In that regard, the U.S. Chamber of Commerce strongly supports S. 542, the New Millennium Classrooms Act. This important provision, which builds on the Taxpayer Relief Act of 1997, was intended to

encourage private sector donations of computers to elementary and secondary schools, but has not had the intended effect. The proposed changes within S. 542 would make it possible for companies to greatly increase their donation of nearly state of the art computer equipment to schools and libraries. This legislation is a step in the right direction to provide businesses with the necessary incentives and teachers and students with the necessary computer equipment.

Ten years ago we used to have to buy fonts and burn plates in order to print a page of text. Every 3 years since then the process has changed and those publishers who do not keep up with the changes have gone out of business due to the inefficiencies of the old process. Every time there has been a technological change in the publishing industry, there has been a corresponding challenge to find a more technologically competent person to fill that position at a higher wage.

As I have indicated, not only am I here representing my own company, Ball Publishing, but from my position as Chairman of the Chamber's Education, Employment and Training Committee and a member of the Board of Directors, I am representing the United States Chamber of Commerce.

It is the Chamber's position that the responsibility for the quality of the education process rests directly with the state and local governments. It is the role of the federal government as well as national organizations like the U.S. Chamber to facilitate the States in achieving the goal of quality teachers and high standards of education. Too often the federal government interferes with that process.

I am happy to say that the U.S. Chamber of Commerce has taken a leadership role in helping the business community engage in the education process at the local level. The U.S. Chamber of Commerce through its federation of state and local chambers has initiated many programs to raise the level of awareness in high school students that good grades do matter.

One such program seeks to have 10,000 employers, especially small businesses, ask for high school records which include attendance, grades and extracurricular activities as part of the employment process. This sends a strong signal that what happens in school is important and does make a difference in who gets hired.

If high school grades are not viewed as an important part of getting a job after graduation, then students won't make an effort to achieve. By making academics count, students will know we mean business.

Another campaign the Chamber has promoted assists local chambers and business to engage their local schools so those students will have a better understanding of the workplace. When students begin to understand the relevance of the work they are doing in school to the workplace, their performance improves. Once their performance improves they have a better appreciation for the work they are doing and see the value of continued education.

Finally, the U.S. Chamber is informing local chambers about ways to have a greater voice in education reform and teacher quality at the community level. There should be high academic standards for all students. Students should be expected to achieve and be held accountable for their performance regardless what their post high school intentions are.

A paramount factor in achieving education excellence is the quality of the classroom teacher. What can businesses ask of its schools in terms of assuring that the teachers they hire enhance rather than inhibit the achievement of the students? Having qualified teachers who are teaching in their field of expertise is an important element of a world class education.

To achieve this end the Chamber belongs to the Business Coalition for Education Reform. With approximately half of our nation's 2.7 million teachers retiring in the next decade, combined with the rapid growth in student population, now is the time for the business community to encourage high standards of teacher competence. All students, whether bound for college or work, need to master advanced academic skills. To improve student achievement, it is crucial that we invest in the quality of our teachers. Business leaders must support policy decisions on the local level that promote quality teaching. In practice, business leaders must open their doors to educators in order to provide teachers with new insights into the skills needed to succeed in today's workplace.

The Chamber is also involved in a national coalition know as the Education Excellence Partnership (or "EEP") whose mission is to encourage quality education in our schools. This public-private organization has made a comprehensive effort to increase public awareness and to gain a greater commitment to improve our schools through a series

of public service announcements that have run on radio and print imploring parents, educators, and government officials to set high academic standards for America's youth. As states and school districts are raising the academic bar by giving tougher tests and expecting higher test scores, the EEP's "Challenge Me" campaign features children of all ages asking to be challenged in all aspects of academics.

In closing, I applaud the efforts of Senator Bond and others to provide the local school districts more flexibility in making spending decisions in their use of federal funds. As a small business owner and a representative of the U.S. Chamber of Commerce, I would like to once again affirm the business community's strong support for serious education reform and our commitment to working with the Senate Small Business Committee in securing world class education for our children, thank you.

Chairman BOND. Thank you very much, Ms. Ball, we appreciate that and we look forward to working with you and learning more about that.

Now, let us turn to Ms. Goodling.

STATEMENT OF BARBARA SEISLER GOODLING, SECRETARY/TREASURER, ALBERT SEISLER MACHINE CORPORATION, MOHNTON, PENNSYLVANIA; AND MEMBER, NATIONAL FEDERATION OF INDEPENDENT BUSINESS, WASHINGTON, D.C.

Ms. GOODLING. Good morning.

I am Barbara Seisler Goodling of the Albert Seisler Machine Corporation in Mohnton, Pennsylvania. Our business is manufacturing, machining and fabrication of machine parts and it was started by my father in 1946. We have 15 employees and would like to add more to our staff.

When I say "We", I mean my brother, who runs the shop, and myself, who manages the office and personnel issues. We would like to thank Chairman Bond for giving me the opportunity to testify on behalf of the National Federation of Independent Business and its 600,000 members regarding the difficulty of finding skilled employees.

NFIB members have consistently listed this as one of their top concerns in our "Small Business Economic Trends" publications. According to NFIB's April 1999 report, 18 percent of members report that finding qualified labor, skilled or unskilled, is the single most important problem facing their business today.

I have seen our business greatly change over the years, just as everyone else's. Our people need mechanical aptitude. To become a journeyman machinist you must work 4 years after graduation from high school, and you must have skills in math and reading.

An example of a problem I first encountered—one of our low-level jobs is materials handling—and I asked a man to cut pieces of material. One piece was 5/8-inch and the other was 7/16-inch steel bar stock size. Now, I do not want to embarrass you all so I will not ask if you know how to measure stock sizes.

Chairman BOND. Five-eighths is ten sixteenths, right?

[Laughter.]

Ms. GOODLING [continuing]. And that is the very least. And then I mentioned reading because Government training requires that each employee knows how to read an MSDS sheet which is a Material Safety Data Sheet. I gave a test on this and two things surprised me. First, my older employees had much better handwriting. They had a much better grasp of what was going on and they had better skills overall.

One man left his paper blank. He could not even read. Now, ironically, my son, who is a special education graduate with a borderline IQ, can not only read the tape measure over there but he can also read and write better than some of the people who have diplomas from high school. Our son had to know a subject before he passed on to the next level.

One summer we hired a vo-tech welding instructor and he wanted to know how a small business operates. He discovered two things. No. 1, working for us was hard work; and No. 2, the way

he had been teaching his students did not meet the technical needs of our small shop.

So, a group interested in promoting better education in our area is promoting the idea of teachers spending a summer working in the fields in which they teach. This would be an opportunity for teachers to learn first-hand how the skills they currently teach match up to those required in the workplace.

The initiative for this idea came from the Berks Business Education Coalition whose purpose is to help influence education by exposing students and teachers to the workplace and have students realize their options in education.

I know of several organizations in Reading that are attempting to enhance pupils' skills or get people off welfare dependency and back into the work force. A large company in Reading is employing people on a training basis after their skills are brought to a certain level. The biggest problem is finding people who are willing to commit to such a program. Even after committing to the program, the drop-out rate is high and getting higher with each group.

The Private Industry Council in Berks County is attempting to bring down the barriers preventing people from getting to the jobs where they are located. This means day care for their children as well as transportation and matching people's skills with potential jobs. Our local business manufacturers group also has training programs.

All business people I talk with, either within NFIB or other manufacturing groups, agree that in students there is one personal characteristic that the school may not be equipped to change and that is attitude. Most of us have discovered the attitude that one is not responsible for his or her own actions or shortcomings; someone else is to blame.

In summary, a small employer needs workers who are reliable, take responsibility for themselves, have self-discipline, appear neat and clean and have basic knowledge and skills required for the job; things which we must depend upon the family, social environment, and the educational establishment to provide.

Thank you for focusing your attention on this problem.

[The prepared statement of Ms. Goodling follows:]

NFIB
The Voice of Small Business

STATEMENT OF

BARBARA SEISLER GOODLING

SECRETARY/TREASURER

ALBERT SEISLER MACHINE CORPORATION

MOHNTON, PENNSYLVANIA

Subject: "Education Success = Business Success"
Before: U.S. Senate Committee on Small Business
Date: May 25, 1999

National Federation of Independent Business
600 Maryland Avenue S.W. Suite 700 • Washington, DC 20024 • 202-554-9000 • Fax 202-554-0496

Small Business Works FOR AMERICA

BEST COPY AVAILABLE

Good Morning. I am Barbara Seisler Goodling of the Albert Seisler Machine Corporation in Mohnton, Pennsylvania. Our business is a machining and fabrication company that was started by my father in 1946. We have 15 employees and would like to add some others to our staff. When I say we, I mean my brother who runs the shop and myself who manages the office and personnel issues.

I would like to thank Chairman Bond for giving me the opportunity to testify on behalf of the National Federation of Independent Business and its 600,000 members regarding the difficulty of finding skilled employees. NFIB members have consistently listed this as one of their top concerns in our "Small Business Economic Trends" publication. According to the NFIB April 1999 Report, 18 percent of members report that finding qualified labor (skilled or unskilled) is the single most important problem facing their business today.

I have seen our business change substantially in the past 53 years, most radically since my father's death in 1962. The old machinery he started with has been replaced with either newer, more accurate machines or CNC equipment. (CNC meaning computer numerically controlled.) With these machines, a program is written either directly into the machine if the program is simple or by computer aided programs that are installed in and control the machine. Because we are a small shop, the operators of the machines are also programmers and set-up the machines. Many of our employees can run several machines in the shop. As you can imagine, ours is a very capital intensive business; some of our larger equipment cost us close to half a million dollars.

For our type of business we definitely need to hire a person with mechanical aptitude. Several employees have worked for their journeyman machinist papers which typically takes four years of night classes and a certain number of hours on various types of equipment. The person must also have skills in math and reading.

What kinds of problems do I encounter in hiring qualified employees? First, I have had more than one new employee who did not know the difference between 5/8" and 7/16" on a tape measure. When we must begin with such basic math, the probability of that employee advancing to machinist level is limited.

I mentioned reading; most jobs have detailed written instructions for various steps in the job. Also, the government requires training in many areas. When I gave my first training session in MSDS (Material Safety Data Sheets), I gave all the employees a test. Two things surprised me. First, the spelling of the younger employees was terrible; some of their words I couldn't understand. At that time I still had quite a few older employees who never went beyond 8th grade, yet their spelling and handwriting was far superior to the younger employees. However, most surprising of all was a man who simply could not read. His paper was blank. Now how do I as an employer teach a man to understand an MSDS sheet when he can't even read? We attempted to train him to run a rather simple machine, but, he became so frustrated that he left the job. He had been trained to fill out a job application and that was about the extent of his reading skills. Ironically, my son who is a special education graduate with a borderline IQ can not only read the

tape measure but also can read and write better than some people who have diplomas from high school. Our son had to know a subject before he passed on to the next level.

All too often a student whom the educational system has referred to a vo-tech program has been the non-academic student who was a problem in the classroom. The vo-tech teacher's first job then becomes one of motivating the student to come to school and do some work in the classroom. If the teacher is lucky, he will succeed with this initial training and perhaps by the end of the second year the student will acquire some rudimentary knowledge in machine shop skills. However, our success rate with vo-tech graduates has been dismal. We have not gotten the cream of the crop, and therefore have ended up with the ones with attitude problems and low skill levels. Some of our machinists have graduated from vo-tech schools, but not necessarily from a machine shop course. This leads us to believe that the mechanical ability is the most important aspect of their training. In addition, our most highly skilled employees routinely deal with trigonometry and must know basic algebra to deal with the computer programs.

The experience we had one summer with a vo-tech welding instructor working for us illustrates the difficulty we face with training. He discovered two things: 1) working for us was hard work, and 2) what he had been teaching his students did not meet the technical needs of a small fabricating shop. Most jobs are unique and the welder must be able to read drawings that are usually made for machinists. Training a person for machining or fabrication must be done in an advanced technical school or on the job. The cost of training an employee is tremendous. Depending on the person, training takes at least four years, sometimes longer. I have seen employees who finally develop into good machinists after 8 or more years. All along the line you are in danger of losing the employee to a shop that provides no training.

We have also resorted to using temporary employees. Our experience has been that these people usually have a personal problem or low skill level. One man came in, looked at the job (which had been carefully explained to the agency), said that it wasn't what he had in mind and left after 15 minutes. Most of the people have been young and they have many personal problems. Some have been safety risks. How does one teach common sense? I am simply astounded at the thinking process, or shall I say, lack of thinking on the part of many people.

A group interested in promoting better education in our area is promoting the idea of teachers spending a summer working in the fields in which they teach. This would be an opportunity for teachers to learn first hand how the skills they currently teach match up to those required within the workplace. It would allow them to assess which areas need more attention, as well as the most productive means of presenting the information to their students. The initiative for this idea came from the Berks Business Education Coalition, whose purpose is to help influence education by exposing students and teachers to the workplace and have students realize their options in education. The problem has been that teachers are so well paid that they have no interest in working for the summer.

BEST COPY AVAILABLE

I know of several organizations in the Reading, Pennsylvania area that are attempting to enhance people's skills or get people off welfare dependency and back into the workforce. Most of these groups are using some government money, but the majority is funded by industry. A large company in the Reading area is employing people on a training basis after their skills are brought to a certain level. The biggest problem is finding people who are willing to commit to such a program. Even after committing to the program, the drop-out rate is high and getting higher with each group. The Private Industry Council in Berks County is attempting to bring down the barriers preventing people from getting to where the jobs are located. This means day care, as well as transportation, and matching people's skills with potential jobs.

The local manufacturers group offers many courses such as forklift training, computer workshops and leadership training to help train employees. However, one employer told me last week that for every twenty employees he hires, only one will remain employed a year later. As he said, "Can you imagine what this is costing the businesses trying to build up their workforce?" This businessman has actually turned down work rather than attempting to hire more people.

All small business people I talk with, either within NFIB or other manufacturing groups, agree that in the student there is one personal characteristic the school may not be equipped to change, and that is attitude. Most of us have discovered the attitude of "one is not responsible" for their own actions or shortcomings. Someone else is always to blame. How do we reverse this attitude in the schools? To begin with, it might be the courts who are partly to blame. We have been so "hung up" on individual rights that we have overlooked group rights.

At one time employees came to work on time, took vacation, and seldom had missed days except for occasional problems. Now an employee wants the top wage as soon as possible, a schedule that accommodates their lifestyle, and an understanding of their personal problems. These problems have spread beyond alcoholism and mental illness to the much more difficult problems of drugs and narcissistic behavior. An employee on drugs cannot be reasoned with. Twice my life has been threatened and made miserable by addicted employees who had been through so-called "recovery programs." The personal problems that some employees bring to the workplace are now so severe that 5 years ago I signed my company with a counseling group that can advise my employees on ways to deal with their problems. These problems should be dealt with before a person gets into the workforce. Students should be made accountable for their actions from kindergarten through 12th grade. I know that this has become a legal issue. If a parent complains loudly enough or threatens a lawsuit, the school backs down. What administrator needs this headache? Again, I feel the minority bad actors are dominating the majority through noise and fear.

In summary, a small employer needs workers who are reliable, take responsibility for themselves, have self-discipline, appear neat and clean, and have the basic knowledge

BEST COPY AVAILABLE

and the skills required for the job, things which we must depend upon the family, social environment, and the educational establishment to provide. Thank you for focusing your attention on this problem.

BEST COPY AVAILABLE

Chairman BOND. Thank you. It is our problem as well. We very much appreciate your enlightenment on it.

Now I turn to Mr. Rust.

STATEMENT OF EDWARD B. RUST, JR., CHAIRMAN AND CHIEF EXECUTIVE OFFICER, STATE FARM INSURANCE COMPANIES, BLOOMINGTON, ILLINOIS; AND CHAIRMAN, NATIONAL ALLIANCE OF BUSINESS, WASHINGTON, D.C.

Mr. RUST. Thank you. Good morning, Mr. Chairman. I am Ed Rust, chairman and CEO of the State Farm Insurance Companies. State Farm has more than 70,000 employees and more than 16,000 independent contractor agents working in offices throughout the United States. Many of our employees and agents have demonstrated their commitment to improving education in their communities by serving on local school boards and volunteering in a number of ways in their schools.

I also serve as chairman of the National Alliance of Business, which leads the corporate community in addressing the critical issues of quality in education and the work force. I chair The Business Round Table's Education Task Force, which is focused on state-level policy initiatives to improve K through 12 education. I also serve on the board of Achieve, Inc. It is an independent, nonprofit organization led by Governors and business CEOs. It encourages and supports innovative research-driven education reform.

As a businessperson, parent and citizen, I am deeply concerned about American education. What has served us well in the past will not cut it in the future. The future demands that we improve our schools so that we can meet the demands of a changing world. The business community has seen some success in helping States establish strong and credible systems of academic standards and assessments calibrated to those standards.

We are also working hard to improve the quality of teachers, upgrade the standards and contents of math and science education, integrate technology, support quality management in the schools and districts and encourage employers to request academic records in the hiring process.

The National Alliance of Business, the Business Roundtable and Achieve each have their own initiatives, and I ask you to refer to my written comments for some of those specifics.

Chairman BOND. It will be made part of the record.

Mr. RUST. Thank you.

The Business Roundtable members have created or joined State business education coalitions in 42 States. Now, these coalitions work with Governors and top education policymakers to improve standards, assessments and accountability for higher student achievement. Achieve has created a Web site which serves as a state-of-the-art national clearinghouse on standards and assessments. It provides state-by-state comparisons and illustrates them with actual student work.

Achieve has also been working with individual States to benchmark their academic standards and assessments against the best national and international models. Last year, business urged Congress to extend the Baldrige Quality Management criteria, and you did and extended it to education.

Now, the National Alliance of Business is embarking on a national campaign to integrate those criteria into State, school district, school and classrooms in an effort to increase student academic performance.

In the rest of my remarks, I would like to focus on a set of principles supported by the national groups that make up the Business coalition for Education Reform. Four principles we hope you will adopt is a framework for legislation reauthorizing the Elementary and Secondary Education Act. These principles are drawn from the business community's experience of working at the State and local levels for education reform.

First, give the States and local districts as much flexibility as possible to innovate in their schools, but hold them accountable for improving student achievement.

Second, focus Federal funds on getting results, not just sustaining programs.

Third, invest in scientific data collection so that we can measure, analyze and report on successes and failures and to identify opportunities for improvement.

And, fourth, expedite the sharing of exemplary programs and practices across the country. In short, we believe the Federal Government should curtail its focus—should focus on running programs and be a catalyst as a leader and also invest in local activities that are getting results.

Mr. Chairman, the business community understands that education is important, and it is not a one-time issue addressed in a single bill or a single initiative. It is an ever-changing challenge. Today's world demands that for America to sustain its political and economic leadership, its education system must be resilient, flexible and committed to continuous improvement, so that our children and our Nation are prepared for the future.

The business community is committed, locally and nationally, to that goal, and we look forward to working with you.

Thank you.

[The prepared statement and attachment of Mr. Rust follow:]

STATEMENT OF

EDWARD B. RUST, JR.
CHAIRMAN AND CEO
STATE FARM INSURANCE COMPANIES

BEFORE THE
COMMITTEE ON SMALL BUSINESS
UNITED STATES SENATE

ON "BUSINESS INVOLVEMENT IN EDUCATION REFORMS"

MAY 25, 1999

Mr. Chairman, and members of the Committee, I appreciate the invitation to testify on education issues that are of growing concern to the business community and our agenda for action.

I am Edward B. Rust, Jr., Chairman and CEO of the State Farm Insurance Companies. State Farm has offices located across the nation, and more than 16,000 independent contractor agents who are men and women running significant small business operations in the communities they serve. Our employees and agents, including many who serve on local school boards, are committed to supporting quality education in their communities.

As a businessman, I am concerned about the future of American education. While our schools have served us very well in the past, the future requires a system based on continuous improvement to meet the demands of a constantly changing world.

Because of this concern, I chair the National Alliance of Business, which leads the corporate community in addressing the critical issues of quality in education and the workforce. I also chair the Education Task Force for The Business Roundtable which has focused on state-level policy initiatives to improve K-12 education through comprehensive, systemic change. I am also on the board of Achieve, Inc., which is an independent, nonprofit organization led by business leaders and governors that encourages and supports innovative, research driven education reform. I have recently joined the Board of the Business-Higher Education Forum, a partnership of CEO's and University Chancellors committed to strengthening relationships and joint leadership. The Forum is co-sponsored by the National Alliance of Business and the American Council on Education.

The Business Agenda

Business is deeply concerned about education for both its short and long term impact on our society. The world is changing rapidly with knowledge defining economic success both for companies and individuals. Global economic competition, new technologies, and rapidly changing consumer expectations are having a direct impact on business and will have a greater and greater impact on the breadth and depth of academic achievement.

that is needed to succeed in the real work. Because of this continuing impact, business has been aggressive in seeking education reforms to improve student achievement.

- First, we started by working with states to establish strong, credible, systems of academic standards, and assessments calibrated to those standards and benchmarked to measure achievement across states and school districts.

- Second, we are deeply invested in focused efforts to improve the quality of teachers, to increase the standards and content of mathematics and science education, to integrate technology into education, to support quality management systems in schools and districts, and to encourage employers to request academic records in the hiring process.

Nationally, the business organizations have come together to pursue a Common Agenda for Improving American Education (which is attached to this statement). The ***Business Coalition for Education Reform***, composed of 13 national business organizations (including the National Alliance of Business, U. S. Chamber of Commerce, The Business Roundtable, National Association of Manufacturers, and American Business Conference) is linked to over 500 local business-led education coalitions across the country working directly on these same education priorities.

This network shares information about successful practices and strategies and jointly produces guidelines and policy directions aimed at achieving concrete results in the communities and states. An example of a state business coalition is the Maryland Business Roundtable for Education which focuses its activities on strong accountability, high standards, rigorous assessments, and school accountability. They also work on professional development, learning readiness, and technology.

The Business Roundtable Initiative

In 1989, at the time of the Education Summit in Charlottesville, Virginia, the business community accepted President Bush's challenge to work in partnership with the states for education reform. The Business Roundtable members formed partnerships with the governors and top education policy makers in nearly every state, and for a decade, this state-level initiative has worked to improve standards, assessments, and accountability for higher student achievement. During the last ten years progress has been made in adopting content learning standards in 49 states, and implementing assessment tools to measure progress in achieving those standards. But all of us recognize that there is an enormous amount of work yet to do.

Achieve

After the second National Education Summit in 1996, the nation's governors and 50 corporate CEOs came together to focus on phase two of education reform in the country. By this time, business had five years worth of involvement and experience. The result was a new organization, Achieve, Inc., created as an independent, bipartisan, nonprofit

BEST COPY AVAILABLE

entity to serve as a resource center for the states, to help benchmark state academic standards and assessments against the best national and international exemplars, and to sustain public leadership for improving student performance. Achieve works in partnership with other national educational, governmental and business organizations that share a commitment to its missions and goals.

The Achieve web site serves as a state-of-the-art national clearinghouse on standards and assessments that provides state-by-state comparisons and illustrates them with actual student work. It allows visitors to the web site to see for themselves what meeting standards actually looks like.

The National Alliance of Business

The National Alliance of Business focuses its attention on addressing the quality of education and the workforce in America. The Alliance supports the common business agenda for improving American education and works with Business Coalition for Education Reform, the state and local business-led coalitions, and other national associations committed to this agenda. Specifically, the Alliance has provided leadership in the following areas:

> ***Academic Standards.*** NAB is helping educators and policy makers develop tough academic standards, applicable to every student in every school, assessing student and school-system performance against those standards; and using that information to improve schools and create accountability, including rewards for success and consequences for failure. We are supporting efforts to publish data on standards for students, teachers, and schools so that action can be taken where low performance occurs.
>
> ***Using Transcripts.*** NAB leads the *Making Academics Count* campaign, a nationwide effort encouraging employers to send a clear message to students, teachers, and parents that school performance counts by asking for student records in the hiring process. We are also chairing an effort to improve the quality of student records.
>
> ***Math and Science Achievement.*** Low performance by American students in mathematics and science as shown in the recent Third International Mathematics and Science Study (TIMSS) has spurred direct business involvement to raise student achieve in these critical areas. Business is very concerned about low performance in these subjects. Math and science are more and more the keys to success in the workplace and in higher education. The lack of enough qualified American graduates in engineering and science will continue to be a major cause for concern for the foreseeable future.
>
> ***Quality Management in Education.*** Schools using the Baldrige quality management principles are showing remarkable results, increasing test scores of students in every subject area, across all ethnic groups and family income levels, and in every grade. Last year, business urged the Congress to extend the Baldrige

quality management criteria into education and you did. Now, the Alliance is embarking on a national campaign to roll out the use and integration of the Baldrige national quality criteria in states, school districts, schools, and classrooms to increase student system performance.

Quality in Teaching. The business community and NAB have made improving teacher quality and quantity priorities. NAB and seven other business groups issued a joint statement on programmatic actions business leaders can take to improve the quality of teaching. Business leaders are helping set high standards for teachers, and encouraging students with a proven academic track record, especially in math, science, and English, to consider teaching. We work with colleges and universities to improve pre-service training, encouraging them to adhere to performance-based standards. We advocate for more rigorous state licensure of teachers with increased requirements for the study of subjects to be taught by the licensee. And we promote incentives for teachers, including scholarships, to achieve advanced certification from the National Board for Professional Teaching Standards.

Enhancing Education Leadership. NAB works to build common understanding between business and educators, so that together they can strengthen the management skills of education leaders. Our initiatives include:

- The JCPenney Leadership Institute on School Improvement which produces a series of national teleconferences that highlight innovative business/education partnerships. The teleconferences draw as many as 500 downlink sites and 10,000 local participants.
- A case study for Motorola, Inc., that will be shared nationally capturing lessons from the company's leadership institutes for principals, superintendents, school boards, and community teams.

School-to-Career. NAB leads efforts to add contextual learning and practical applications to academic curricula, including work-based learning, to motivate students to reach higher levels of academic excellence. Students participating in effective school-to-career programs tend to take more courses in advanced math and science, increase their grades, graduate to higher rates, go on to post-secondary education at higher rates, and are better prepared to succeed in jobs or higher education. In addition, youth who might otherwise drop out of school are more likely to stay in school and complete their education. Specifically, the Alliance supports:

- *The National Employer Leadership Council* which is composed of company CEOs that promote and use school-to-career initiatives in their communities.
- *Charter schools* that link business and academics with applied learning experiences.
- *A New Twist initiative* that brings teachers into the workplace and sends corporate scientists, engineers, technology experts, and others into the classroom.

BEST COPY AVAILABLE

Joint Policy Statement on the Elementary and Secondary Education Act Reauthorization

The national business organizations comprising the Business Coalition for Education Reform have jointly developed a policy statement of business supported principles for legislative action reauthorizing the Elementary and Secondary Education Act, which covers most federal aid for K-12 education.

The statement reflects broad business consensus about what issues should be addressed in the legislation. It does not try to address every issue in education reform or in the Act. It only addresses those issues where business has been engaged and can speak from experience at the state and local levels.

In particular, we addressed the federal leadership role. We believe it should no longer be focused on running programs, but rather act as a catalyst, a leader, and invest in local activities that are succeeding in producing results.

We strongly urge the Congress to adopt the following principles, drawn from our experiences at the state and local levels, as a framework for reauthorizing the Act.

1. Grant the maximum flexibility to states and localities to innovate, but hold them accountable for improving student achievement.

2. Focus federal funds on achieving results, not on sustaining programs.

3. Invest in scientific data collection to measure, analyze, and report on successes, failures, and opportunities for improvement.

4. Expedite sharing of exemplary programs and practices nationwide.

Conclusion

Mr. Chairman, we must understand that education improvement is not a one-time issue addressed in a single bill or a single initiative. The education issue is an ever-changing challenge. The world outside is changing rapidly and imposing competitive forces on our economy and our society that have a direct, and continuing impact on our education systems. We must commit to support an education system that is built on resiliency, flexibility and continuous improvement to ensure that students are prepared both for the new world of work and the expectations of higher education. Business is in this effort for the long haul. We are committed, locally and nationally, to improving education achievement, and look forward to working with you.

Thank you, Mr. Chairman. I will be happy to answer any questions you and other senators may have.

The Business Roundtable

NATIONAL ALLIANCE OF BUSINESS

A Common Agenda for Improving American Education

A Joint Statement by
The Business Roundtable, U.S. Chamber of Commerce and National Alliance of Business

As organizations representing American business and employing some 34 million people, we are concerned that the graduates of America's schools are not prepared to meet the challenges posed by global economic competition. Our nation's future economic security, and our ability to flourish as a democratic society, demand a generation of high school graduates with solid academic knowledge, world-class technical skills, conscientious work habits, and eager, creative and analytical minds. Despite some encouraging recent gains, business continues to have trouble finding qualified workers. The time has come for business to participate far more actively in generating high achievement.

In this country there are remarkable schools, outstanding teachers, and prodigious innovations in curriculum, assessment, and educational technology. But high standards must apply to all students, not just a lucky few, and the lessons of these good examples must reach into every community. Business can help make this happen by conveying explicitly the skills and knowledge demanded in the new economy, by sharing knowledge and management expertise with educators, and by advocating systemic reform in local and statewide policy forums.

Many steps must be taken to achieve success, but we agree that three are particularly important—and we commit our organizations to substantive action in these areas: First, helping educators and policy makers set tough academic standards, applicable to every student in every school; second, assessing student and school-system performance against those standards; and third, using that information to improve schools and create accountability, including rewards for success and consequences for failure. These three actions form the foundation of reform. Without them, all other initiatives lack strength and direction.

Our organizations comprise global corporations and small entrepreneurs, include members in every state, every regional labor market, and every major community, and interact with dozens of other associations and industry groups. We will urge our members to play an even more active part in support of school reform at the state and local level.

More importantly, we will align our business practices to foster meaningful student achievement. We will support the use of relevant information on student achievement in hiring decisions. We will take a state's commitment to achieving high academic standards into consideration in business location decisions. We will encourage businesses to direct their education-related philanthropy toward initiatives that will make a lasting difference in school performance.

It is time to set our nation's schools on a course for the next millennium. Our young people deserve nothing less.

For more information, contact Susan Traiman, the Business Roundtable, 202/872-1260; Michelle Griffin, U.S. Chamber of Commerce, 202/463-5950; or Aimee R. Guidera, National Alliance of Business, 202/289-2901.

BEST COPY AVAILABLE

Chairman BOND. Thank you very much, Mr. Rust.
And now we turn to Ms. Fujiwara.

STATEMENT OF KELLY FUJIWARA, CHAIR, EDUCATION COMMITTEE, LEXINGTON/ROCKBRIDGE CHAMBER OF COMMERCE, LEXINGTON, VIRGINIA

Ms. FUJIWARA. Good morning. My name is Kelly Fujiwara, and I serve as chair the Education Committee of the Lexington/Rockbridge Chamber of Commerce. I appreciate the opportunity to share with you PREP 2000. The packets you receive will further explain that.

Rockbridge County, Virginia, is a rural area of approximately 33,000 residents. Service, manufacturing, retail and government are our largest employers. Our unemployment rate over the past 4 years has averaged about 4 percent, and we are 180 miles southwest of Washington, D.C.

Within the county, there are three governing bodies and three separate school divisions. There are two high schools. Parry McCluer is located in Buena Vista and Rockbridge County is located just outside of Lexington. PREP 2000 focuses on the high schools.

Five years ago a diverse group of individuals from throughout the county gathered to further discuss the poor relationship between the business and education communities and how to enhance it. From this, a core group was formed that spent most of that first summer further exploring the current situation and defining the direction in which we needed to head.

PREP 2000—Partners Realizing Employment Potential—was created. PREP 2000 was designed as a multi-faceted, multi-year program to address the following concerns. Frustration with the lack of qualified job applicants; lack of a formal process to provide businesses with information about former students as they apply for jobs with local businesses; the lack of a forum where educators and business people can learn what each other does and where needs, expectations and limitations can be discussed; lack of local recognition of the importance of good educators.

This core group later became the Education Committee and then found itself under the umbrella of the Chamber of Commerce.

PREP 2000 is a seven-part program that focuses on building partnerships between business, educators and students through a variety of programs.

The seven components are:

Pre-School Prep. Our effort here is to support our local Head Start programs. When asked what they needed, their response was books. This past year our high school students raised $545 and over 720 books which were donated to these programs.

The Workforce Endorsement Agreement or WEA. This is the core of the PREP 2000 and is a three-part contract. The businesses sign on stating that they believe in continuing education, wherever that is most appropriate for each student.

Businesses also commit to calling the schools, requesting transcripts and an employment portfolio which includes a Performance Review. We created this review. This is completed by the educators at the student's request and then returned to the guidance offices.

The educators sign on stating that they will do their best to prepare these students for the world of work, and the students pledge to treat school as a job in anticipation of their next job.

Every business that signs on is listed on posters that are displayed throughout the schools and are included in the packets which we share when we make our presentations.

Dinner Partners. This is an 8-week program which begins and ends at each high school. The middle 6 weeks—one night a week is spent at a different business in the county. A light meal is provided, then the remainder of the evening is spent touring the facility and discussing the needs and expectations of the hosts. It is a wonderful opportunity for our educators to see firsthand what is happening in the community and the employers to get inside the schools. There is no cost to the educators, and they are eligible for recertification credits.

Business Lunches. In an informal, small-group environment, 8 to 12 students have the opportunity to speak directly with a professional from a career in which they have expressed an interest. These lunches are held in the schools, usually in a conference room. Pizzas and sodas are provided by the schools.

Educator of the Year Award. We proudly sponsor this award in recognition of the high quality of the educators within our school systems. This award is to recognize anyone who makes a significant contribution to the lives of a student. This is not limited to just classroom teachers. This award consists of a plaque, certificate and a stipend of $250.

Scholarships. Local businesses sponsor scholarships that are awarded to graduating seniors. After graduation this year, we will have distributed $26,500 over the past 5 years. This is just another example of the commitment our businesses have to our schools.

Second Chance. Working with the local Virginia Employment Commission Office down near Lancaster Community College, the school divisions and businesses, we are exploring available options to assist individuals who have had difficulty attaining and maintaining stable employment. We are still looking for this answer.

The results to date are mixed. Your packets contain more statistical data, but some of the highlights are:

Our two high schools enjoy an enhanced relationship with the business community; Participation from the businesses in school activities has greatly improved over the past 5 years; There are business people who have stepped foot, often for the first time, inside these schools to have lunch with students and have seen firsthand what "good kids" are like.

Our educators have toured local businesses and have had the opportunity to see for themselves what takes place within these plants and businesses; Our students have benefited from the business people sharing their own experience with them; The support of business and industry, as they continue to sponsor scholarships to our graduating seniors; and communication has greatly improved, and there is a true sense of community.

There is still room for improvement. We need to move these programs into the middle schools, we need to continue to enlist students and businesses as WEA partners, and mostly we need the business community to use the schools as a screening tool for iden-

BEST COPY AVAILABLE

tifying the best employees. Until the latter becomes routine, we will not be truly successful.

PREP 2000 is a fluid document and will change as needed. This is a program that can be implemented in any community and has the potential for great success. We have seen that. Our success has much to do with a core group of very committed and hard-working individuals. This has not happened in a vacuum. We are fortunate that the ground was fertile when we began, and we have benefited from a cooperative attitude that already existed and we simply built upon.

Most recently, this cooperative tone has benefited the area with a new HVAC Training Center, now operating in Buena Vista. This is a direct result of industry working with education and Government to address a need identified by business.

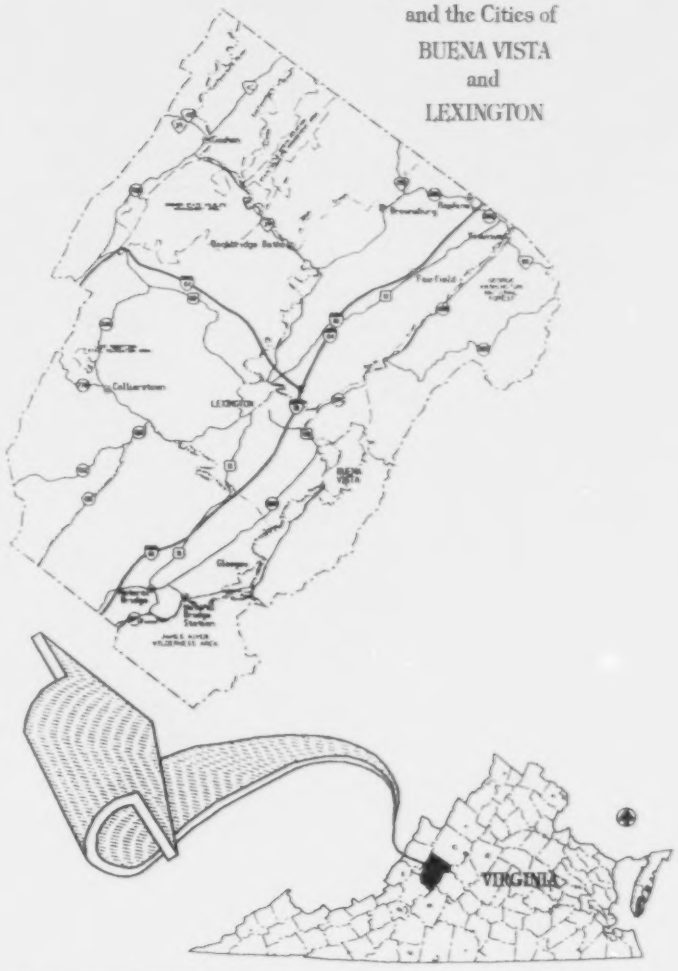
Thank you for your time.

[Attachments to the statement of Ms. Fujiwara follow:]

Education Committee of the
Lexington/Rockbridge Chamber of Commerce
Buena Vista Chamber of Commerce
Parry McCluer High School • Rockbridge County High School

Location Map

ROCKBRIDGE COUNTY
and the Cities of
BUENA VISTA
and
LEXINGTON



Central Shenandoah Planning District Commission - 1997

ROCKBRIDGE COUNTY PROFILE:

**Rockbridge County and the independent cities of Lexington and Buena Vista are centrally located in the historic and scenic Shenandoah Valley in west-central Virginia.

**The Rockbridge area covers approximately 610 square miles of land.

**Rockbridge County is home to some 33,000 persons.

** Lexington, incorporated in 1778, is the county seat and location of Washington and Lee University and Virginia Military Institute.

**Buena Vista is the industrial and manufacturing nucleus of the area. Service, wholesale/retail and government are the other major employers in the County.

**The County is bisected by Interstates 81 and 64.

**Rockbridge County is approximately:
50 miles north of Roanoke
135 miles east of Richmond
180 southwest of Washington DC.

**Within the County there are three governing bodies:
Rockbridge - Five member Board of Supervisors
Lexington - Six member City Council
Buena Vista - Seven Member City Council

**There are three separate school divisions.

BEST COPY AVAILABLE

57-698 99 - 4

A Reference Guide for Lexington and Rockbridge County in Virginia's Beautiful Shenandoah Valley

Printed by:
Lexington-Rockbridge County Chamber of Commerce
100 E. Washington Street, Lexington, Va. 24450
540-463-5375 Fax: 540-463-3567

LOCATION: Rockbridge County is located midway in the Shenandoah Valley of central Virginia. The area is accessible by Interstate Highways 81 (North and South) and 64 (East and West).

OVERVIEW: Rockbridge County is primarily rural in nature. Lexington is the county seat. The presence of Washington and Lee University and Virginia Military Institute in Lexington and Southern Virginia College in Buena Vista offers the cities a college-town atmosphere.

HERITAGE: Rockbridge County was named for its distinctive natural landmark, the Natural Bridge.

Lexington, as the county seat, is an important educational, retail and governmental center. It was named for the Revolutionary War battle fought at Lexington, Massachusetts.

Lexington was incorporated as a town in 1778, but was nearly destroyed by fire in 1796. Many of the buildings that were rebuilt have been officially designated state and national historical landmarks.

Homes of two of the South's most legendary figures, Robert E. Lee and Stonewall Jackson, are included in the register of historical landmarks and are part of Lexington's restored downtown historic area.

Buena Vista, the other major city in the county, is located six miles east of Lexington. The Virginia General Assembly incorporated Buena Vista as a city in 1892, and it is the industrial center of the county.

WASHINGTON AND LEE UNIVERSITY

AGRICULTURE: Agriculture is of major economic importance in Rockbridge County, and more than 40 percent of the 607 square miles in the county is in farm land. Much of the remaining acreage is in national- and state-owned forest land.

The topography and soil of the county is ideally suited for livestock production. Pasture, hay and grain crops are raised to feed a variety of animals including beef cattle, dairy cattle, sheep and hogs.

The presence of the Shenandoah Valley Research Station at Steeles Tavern encourages utilization of new technology and efficient production methods in area farms.

ANNUAL EVENTS: **Birthday Convocation honoring Robert E. Lee**—A birthday celebration for the former president of Washington and Lee University. Ceremonies are held at the University on his birthday, January 19.

Stonewall Jackson's Birthday—Visitors to the Stonewall Jackson House are welcomed with birthday cake on January 21.

George C. Marshall R.O.T.C. Awards Seminar—The top military scholastic students in each college R.O.T.C. unit throughout the United States come to Lexington to work on national security in the United States through a series of lectures and role-playing discussions. Held in mid-April on the campuses of Virginia Military Institute and Washington and Lee University, the seminar is hosted by the George C. Marshall Foundation.

VIRGINIA MILITARY INSTITUTE

Virginia Horse Festival—An annual celebration of the equine industry in Virginia featuring shows, sales, demonstrations and competitions at the magnificent Virginia Horse Center. Celebrate one of Virginia's oldest industries at one of Virginia's newest attractions.

Lee-Jackson Lacrosse Classic—A cross-town rivalry between the Keydets of Virginia Military Institute and the Generals of Washington and Lee University, this annual face-off benefits recreational programs in the area.

Natural Bridge Sunrise Service—A triumphant, non-denominational Easter message delivered under the truly magnificent Natural Bridge. Special music, free admission.

Historic Lexington Garden Day—A tour of homes in the area, many with impressive gardens, is held on Tuesday during Virginia Garden Week in April.

New Market Day Ceremony—An impressive ceremony held May 15 at Virginia Military Institute to honor the V.M.I. cadets who died on the New Market Battlefield in the Civil War.

Rockbridge Regional Fair—A re-established county fair with exhibits, livestock, food, carnival and evening entertainment held in July. Parking fee.

Rockbridge Community Festival—An old-fashioned arts and crafts festival with music and events for children is held on the streets of Lexington the last Saturday in August.

Fairfield Day—A street festival with flea market, crafts, special foods and music held the first Saturday of September.

Rockbridge Food and Wine Festival—This fun event is held annually in Septmber at Lime Kiln Theater with food samplings, wine tastings, music, Lime Kiln Players and exotic autos. Admission.

Holiday Traditions—Celebrate the holidays with caroling, parades, open houses, house tours, stories with Mrs. Claus, special children's events, theater productions, choral presentations and much more.

"Holiday in Lexington"—Christmas holiday celebration for a whole weekend in early December. Parade, tree lighting ceremony, caroling, holiday professional theater production and other events.

BEST COPY AVAILABLE

CABLE TELEVISION: Adelphia Cable Company serves the Lexington and Buena Vista area. Regular cable service includes network television, local news and weather, educational programming, CNN, TBS and ESPN. Home Box Office is also available. 1-800-835-4949.

CHURCHES. There are more than 30 churches in Rockbridge County. Denominations represented include Baptist, Brethren, Catholic, Church of the Latter Day Saints, Episcopal, Lutheran, Presbyterian and United Methodist. Jewish synagogues are located in Roanoke and Staunton.

CLIMATE. The climate of Rockbridge County is temperate with mild summers and cold, but not severe, winters. The mean temperature for July is 75 degrees and for January, 36 degrees. The average annual rainfall is 38 inches and the average snowfall is 21.4 inches.

CLUBS AND ORGANIZATIONS. Boy Scouts of America, Girl Scouts of America, 4-H Clubs, American Legion, V.F.W., Jaycees, Lions Club, Rotary Club, Kiwanis Club, Puritan Club, professional associations, League of Women Voters, art and literary clubs, garden clubs, various social clubs.

There are more than 100 historically-significant attractions in Rockbridge County. The best known include Natural Bridge, Lee Chapel, the Stonewall Jackson House, the George C. Marshall Museum, the V.M.I. Museum, the Cyrus McCormick Farm and the campuses of Washington and Lee University, Virginia Military Institute and Southern Virginia College.

The three colleges sponsor lectures, concerts and athletic events that are open to the public, and many are free.

Membership organizations such as the Historic Lexington Foundation, Rockbridge Historical Society, the Rockbridge Chapter of the Virginia Museum of Fine Arts, the Ruth Anderson McCulloch Branch of the Association for the Preservation of Virginia Antiquities, the Rockbridge Arts Guild and the Rockbridge Area Conservation Council offer events that are often open to the public.

Fine Arts In Rockbridge offers area residents performance opportunities through the Rockbridge Choral Society, Ballet and Modern Dance Ensemble. Summer FAIR is a month-long program in the arts for children ages 5 to 18 years.

Each summer, Theater at Lime Kiln provides regional outdoor theater and music for summer enjoyment.

Rockbridge County is the home of the Virginia Horse Center. This comprehensive, state-owned facility is the center for equine shows and sales in Virginia. It is open year round.

Outdoor recreation locations include the Blue Ridge Parkway, Goshen Pass, Lake Robertson and the George Washington and Jefferson National Forests.

ELECTRICITY. Power for the City of Lexington and much of Rockbridge County is furnished by Virginia Power. Portions of Rockbridge County are also served by the Bath-Alleghany-Rockbridge Electrical Cooperative (BARC).

EDUCATION. There are three local public school systems – Buena Vista, Lexington and Rockbridge County. Each maintains elementary and middle schools. Buena Vista operates its own high school, while Lexington and Rockbridge County share a consolidated high school.

All school divisions offer a number of night school classes in addition to their regular daytime schedule, and evening classes on the undergraduate and graduate levels are provided by local colleges and regional universities.

The quality of life in the Rockbridge County community is significantly enhanced by the presence of the three colleges.

Washington and Lee University is the ninth oldest institution of higher learning in America, and one of the strongest liberal arts colleges in the country. W&L confers the bachelor of arts and bachelor of science degrees in thirty-one fields to students. The law school at W&L is located on the campus grounds adjacent to the undergraduate buildings.

The campus of W&L adjoins that of Virginia Military Institute. V.M.I. is the nation's oldest state-supported military college and fourth oldest technological college. The rich college program offered at V.M.I. is designed not only to develop the intellect of the student undertaking studies leading to a bachelor of arts or bachelor of science degree, but also to instill in each cadet a lifelong concept of honor, devotion to duty and self-discipline.

Buena Vista is the home of Southern Virginia College (formerly Southern Seminary), founded in 1867. Once Virginia's only private, two-year college for women, it is now a four-year college for men and women offering a variety of academic programs.

The wide range of sports at all three colleges provides opportunities for spectators to see spirited collegiate athletic competition of all sorts, including nationally-ranked teams in lacrosse and horseback riding.

The area is also served by Dabney S. Lancaster Community College through the Rockbridge Regional Center and its main campus, located approximately thirty miles west of Lexington in Clifton Forge, Virginia.

FINANCIAL INSTITUTIONS. Financial institutions serving Rockbridge County include the Bank of Rockbridge, Central Fidelity Bank, Crestar Bank, First Union, Shenandoah National Bank and Nationsbank.

FIRE AND RESCUE PROTECTION. Fire protection is afforded by eleven volunteer companies located around the county.

Five volunteer first aid squads provide emergency medical attention and transportation for sick and injured patients.

GAS. Natural gas is provided to the cities of Lexington and Buena Vista and to some parts of Rockbridge County where facilities are available through Columbia Gas Services.

GOVERNMENT. The Rockbridge area is divided into several political jurisdictions – Rockbridge County, the independent cities of Lexington and Buena Vista and the incorporated townships of Goshen and Glasgow. Each of these jurisdictions has its own governing body – the Board of Supervisors of Rockbridge County, City Councils in the cities and Town Councils in the towns.

Some functions of the local governments have been combined. Rockbridge County and Lexington jointly share a circuit court, sheriff, jail and commonwealth's attorney.

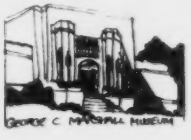
BEST COPY AVAILABLE

HOUSING: Most homes in the Rockbridge community are single-family, privately owned residences. A variety of rental units are also available in or near the cities. Rent-subsidized apartments, federally funded apartments for the handicapped and a retirement complex supplement conventional rental housing.

A listing of realtors can be obtained from the Chamber of Commerce office.

LAW ENFORCEMENT: Police protection for county residents is provided by the sheriff of Rockbridge County and his deputies. Both Lexington and Buena Vista maintain well-equipped police forces. Local law enforcement officers are assisted by troopers of the Virginia State Police, who provide traffic supervision on the highways.

LIBRARY: The Rockbridge Regional Library has its headquarters in Lexington and branches in Buena Vista, Glasgow and Goshen. Bookmobile service is provided to other areas. The public, college and law school libraries cooperate and, to some degree, cross-catalogue their collections. Their holdings, which may be used by the public, complement rather than duplicate each other.



MANUFACTURING: Rockbridge area citizens take pride in their enlightened attitude toward economic development. The local governments, the Rockbridge Partnership, private businesses and individual citizens all encourage new industries and businesses to locate in the area and also maintain close relationships with companies already in the county.

Rockbridge is home to several major manufacturing firms which give the area its desirable, diverse industrial base. Among those companies are:

COMPANY	PRODUCT
Advanced Drainage Systems	Plastic Pipe
ARAMARK Services	Food Services
Barr Marine Products Co	Marine Engines
Bontex	Fiberboard/Shoe Insoles
Burke-Parsons-Bowlby Corp	Treated Lumber
Burlington Industries	Commercial Carpeting
Dana Corp	Automotive Axles
Des Champs Laboratories	Air Exchange Units
Everbrite, Inc	Outdoor Illuminated Signs
Fairfield Apparel Corp	Career/Uniform Apparel
FEI Ltd	Steel Beams
Georgia Pacific Corp	Wood Products
Mundet-Hermetite, Inc	Cigarette Paper Coating
Modine Manufacturing Co	Space and Unit Heater
National Horse Stalls	Stabling
North Fork Lumber Co	Lumber
Shenandoah Framing, Inc	Picture Framing
Spacers Inc	Industrial Packing Supplies
Stillwater Inc	Textiles

MEDICAL: Stonewall Jackson Hospital in Lexington provides both acute and long-term care for local patients. It also conducts patient education programs and, in cooperation with local school systems, a school for practical nurses.

Physicians (both general practitioners and specialists) and dentists offer the community high quality medical care. A number of veterinarians care for area pets and livestock.

MOTOR VEHICLE REGISTRATION: Once residency is established in Virginia, you must immediately obtain a Virginia Drivers License and change your vehicle registration and license plates. When Virginia license plates are acquired, a vehicle must be inspected by an Official State Inspection station and, thereafter, once a year. A vehicle must also be registered and a license purchased in the city or county of residence (a local requirement). For further information, contact the Division of Motor Vehicles Branch Office in the Summitt Square Shopping Center.

NEWSPAPERS: **The News-Gazette** is published weekly. Subscription information is available by writing to: P.O. Box 1153, 20 West Nelson Street, Lexington, Va. 24450. 540-463-3113.

The Rockbridge Advocate is published once a month. Subscription information is available by writing to: 7 East Washington Street, Lexington, Va. 24450. 540-463-2062.

The Rockbridge Weekly is published once a week. Subscription information is available by writing to: College Square Shopping Center, Lexington, Va. 24450. 540-464-6600.

Daily delivery of metropolitan papers from around the state and Washington, D.C. is also available. Some of these include **The Washington Post, USA Today, Richmond Times Dispatch, Roanoke Times Staunton Daily Leader, The New York Times** and **The Wall Street Journal**.

Published by:

Sprint.

POPULATION*	1980 Census	1990 Census
Buena Vista	6,717	6,700
Lexington	7,292	6,913
Rockbridge County	17,911	18,214
Rockbridge County (Total Area)	31,920	31,511

*Center for Public Service, University of Virginia

POSTAL SERVICE: The main post office is located in Lexington (24450). Branch offices are located in Brownsburg (24415), Buena Vista (24416), Fairfield (24435), Glasgow (24555), Goshen (24439), Natural Bridge (24578), Natural Bridge Station (24579), Raphine (24472), Rockbridge Baths (24473), Steeles Tavern (24476) and Vesuvius (24483).

BEST COPY AVAILABLE

RADIO STATIONS (LOCAL):
WREL-AM (1450), Lexington-Buena Vista—country
WREL-FM (96.7), Lexington-Buena Vista—country
WLUR (91.5 FM), W&L, Lexington—non-commercial fine arts, classical, jazz, contemporary, public service.
WMRL (89.9 FM), Lexington—Public Radio.

TAXES: Lexington: Real estate tax is 69¢ per $100 on assessed value of real estate. Personal property tax is $3.95 per $100 on automobiles. Utility tax has a maximum of $3.00 per month per utility on telephone, electricity and natural gas. There is a 3% local tax on transient lodging and 4% on meals.

Rockbridge County: Real estate tax is 57¢ per $100 on assessed value of real estate. Personal property tax is $3.04 per $100 on automobiles and farm equipment. The utility tax is 20% of the first $15.00 of a monthly bill for telephone, electricity and natural gas for residential use, with a maximum of $3.00 per month per utility. There is a local 2% tax on transient lodging and a 4% food and beverage tax.

Sales Tax: 4½% (3½% state and 1% local)

TELEPHONE:
served by Sprint. Companies servicing the northern and northwestern portions of the County include GTE and Bell Atlantic.

GTE Wireless and U.S. Cellular offer cellular telephone service to the area. Intelos provides personal communications service.

VOTING: Once residency is established, you may register to vote by contacting: Registrar for Lexington, City Hall, 300 East Washington Street, Lexington, or Registrar for Rockbridge County, Rockbridge County Court House, South Main Street, Lexington.

WATER: The City of Lexington's water is supplied by the Maury Service Authority. The unincorporated areas of Rockbridge County are served by the Rockbridge County Public Service Authority.

Water bills for Lexington are paid at the City Treasurer's Office at Lexington City Hall, and bills for Rockbridge County are paid at the Water & Sewer Authority Office located at 150 South Main Street.

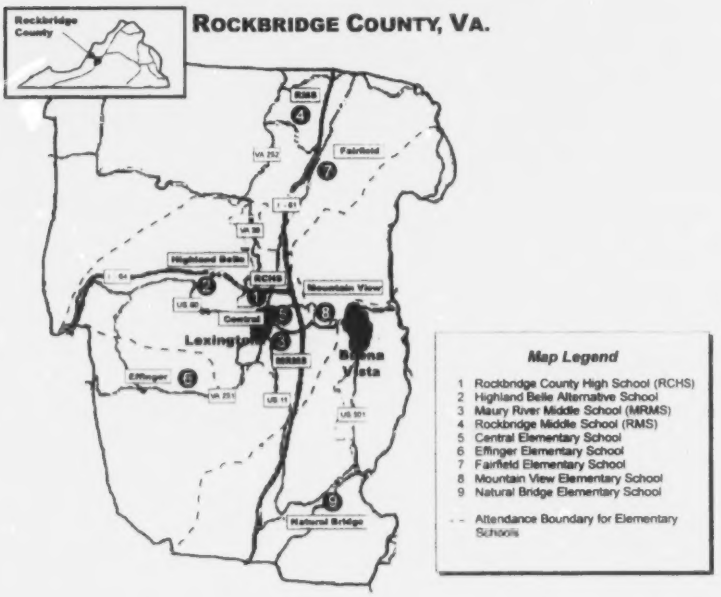
USEFUL TELEPHONE NUMBERS: Area Code 540

Adelphia Cable Co	5 W. Nelson St.	1-800-835-4949
BARC Electric Cooperative	Millboro	463-5125
Sprint		811
		800-535-0189
Columbia Gas Services	241 Greenhouse Rd.	463-4821
Emergency (Fire, Police and Rescue)		911
LEXINGTON-CITY OF		
Building & Zoning	City Hall	463-7134
Commissioner of Revenue	City Hall	463-4615
Commonwealth's Attorney	6 E. Washington St.	463-7788
General District Court	150 S. Main St.	463-5940
City Manager	City Hall	463-7133
Public Works Dept.	Shop Road	463-3154
Parks & Recreation	Lylburn Downing Community Center	463-9525
School Board Office	300-A White St.	463-7146
Treasurer	City Hall	463-3140
Voter Registration	City Hall	463-5147
Lexington Downtown Development Association	101 S. Main St.	463-7191
Lexington-Rockbridge Co. Chamber of Commerce	100 E. Washington St.	463-5375
Lexington/Rockbridge County Tourism	106 E. Washington St.	463-3777
The News-Gazette	20 W. Nelson St.	463-3113
Rockbridge Partnership	9 Randolph St.	463-7346

ROCKBRIDGE-COUNTY OF		
Building Inspector	150 S. Main St.	463-9361
Circuit Court	County Courthouse	463-2644
Clerk of Circuit Court	County Courthouse	463-2232
Commissioner of Revenue	150 S. Main St.	463-3431
County Administrator	150 S. Main St.	463-4361
Dept. of Parks & Recreation	150 S. Main St.	463-9407
General District Court	150 S. Main St.	463-3631
Health Department	300 White Street	463-3185
School Board Superintendent	417 Morningside Dr.	463-7386
Sheriff's Office	258 Greenhouse Road	463-7328
Treasurer	150 S. Main St.	463-2613
Voter Registration	County Courthouse	463-7203
Water & Sewer Authority	150 S. Main St.	463-4329
Rockbridge Regional Library	138 S. Main St.	463-4324
The Rockbridge Weekly	College Square Shopping Center	464-6600
The Rockbridge Advocate	9 E. Washington St.	463-2052
Stonewall Jackson Hospital	1 Health Circle	463-9141
Virginia Power		464-2600 800-234-7754
Virginia Division of Motor Vehicles	Summit Square Shopping Center	463-7162
Virginia Employment Commission	P.O. Box 191 Buena Vista	261-2187

BEST COPY AVAILABLE

Rockbridge County Schools


Rockbridge County
ROCKBRIDGE COUNTY, VA.
Map Legend
1 Rockbridge County High School (RCHS)
2 Highland Belle Alternative School
3 Maury River Middle School (MRMS)
4 Rockbridge Middle School (RMS)
5 Central Elementary School
6 Effinger Elementary School
7 Fairfield Elementary School
8 Mountain View Elementary School
9 Natural Bridge Elementary School
Attendance Boundary for Elementary Schools

Mission Statement

The Rockbridge County Public Schools are committed to improving student learning skills and providing a quality education in a positive, nurturing, and success-oriented environment so that all students will be able to make sound decisions in life.

Courtesy of the Lexington-Rockbridge County Chamber of Commerce

Printing Courtesy of

Sprint.

ABOUT ROCKBRIDGE COUNTY SCHOOLS

The Rockbridge County School Division serves approximately 3200 students in five elementary schools for kindergarten through fifth grade, two middle schools for grades six through eight, one high school for grades nine through twelve, and an alternative education center.

All schools are accredited by the State Department of Education. The two middle schools and the high school are also accredited by the Southern Association of Colleges and Schools (SACS). The elementary schools are candidates for accreditation through SACS.

The primary objective of our school system is to develop and unleash the powers of every student's mind. The purpose of our quest is two-fold. First, we believe that every student, as an individual, deserves such an education. Such an education empowers the student as few experiences can. This empowerment, we must hope, will allow our students to become active participants in society instead of becoming victims of forces beyond their understanding. Secondly, we reason that the amelioration of society's problems rests on an invigorated approach to teaching our youth. Education should exist as a dynamic force of positive change, not as a conservative perpetuator of the current societal order.

The essence of our schools is best described in dualities. We demand excellence from students, but we do not condemn weaknesses. We strive for a sense of community and common purpose, while at the same time recognizing the diversity of interests and abilities. Although we urge students to develop their own faculties, we never underestimate the importance of teachers in nurturing and guiding this development. In order to achieve a sense of community, we must know each other and care for the children under our supervision.

ROCKBRIDGE COUNTY SCHOOLS HOME PAGE

www.rcs.rang.k12.va.us

GENERAL INFORMATION

ENROLLMENT AND AGE ENTRANCE REQUIREMENTS

Students attend the school in the zone in which they legally reside. Students residing in other school divisions may apply to attend school in Rockbridge County on a tuition basis. Students may be admitted if space is available.

All children who will be five years old on or before **September 30** are eligible for kindergarten. Children who are six years old by September 30 must be enrolled in school. There are **four documents** that must be presented to school officials when registering a pupil. They are **an original certificate of birth, a report of physical examination, an immunization record,** and **a Social Security card.**

Questions should be directed to the principal of the school your child will attend.

FOOD SERVICE

Lunch is served at all schools. Free and reduced price lunches are available to students unable to pay the full price of meals. Breakfast is also offered in the elementary and middle schools.

HOURS

The elementary and middle school day allows for a minimum of five hours and fifty five minutes of instruction with additional teaching time at the secondary level. Operating schedules are available from each school.

REPORT PERIODS

Reports on academic performance of students are given at the end of each six week grading period. Interim marking period reports may be sent home at the elementary, middle and senior high levels.

SCHEDULE CHANGES

Inclement weather may result in closing schools, delaying openings, or dismissing early. Schedule change information can be obtained by dialing **463-7386** or by listening to radio and television stations.

SCHOOL BOARD

School Board meetings, which are open to the public, are held at the School Administration Building or at neighborhood schools. For information on agendas, time, and location, call the Clerk of the Board at **463-7386.**

BEST COPY AVAILABLE

STANDARDIZED TEST SCORES

Rockbridge County students consistently score above the region, state and national average on SAT, LPT, and norm-referenced tests. Current SAT averages are as follows:

Verbal:	**United States**	505
	Virginia	506
	Rockbridge County	523
Mathematics:	**United States**	511
	Virginia	497
	Rockbridge County	502

ACADEMIC PROGRAMS

Elementary: Paramount to our commitment to students is an average class size of less than twenty (20) students in grades K-5. The curriculum emphasizes fundamental skills including an initiative to ensure that all students will read on grade level by the third grade.

Middle School: Integrated instruction is enhanced by academic teams. Emphasis is placed on academic and social development as students prepare for transition to high school. In addition to a core curriculum students are encouraged to take advantage of offerings in music, technology, and foreign language. Interscholastic teams, intramural participation and clubs are a major part of the middle school concept.

Secondary: A comprehensive high school offering a diverse curriculum of more than 100 courses prepares students for the finest colleges and universities, post-secondary technical training, and the workplace of the 21st century. Students benefit from Honors and Advanced placement courses, opportunities to study at Washington and Lee University and Dabney S. Lancaster Community College, an extensive independent study program and programs designed to prepare those with special needs. Opportunities exist for students wishing to explore their interest in music, fine arts, work study, and technology. Annual evaluation of academic performance and goals maintain flexibility of choice for students that allows for personal and academic growth.

TECHNOLOGY

Rockbridge County students have been on the cutting edge of the use of technology as an instructional tool and for the efficient management of student data. The division has maintained the goal of 4:1 student/computer ratio at all grade levels. All schools and most classrooms are Internet accessible. TSA teams have won state and national competitions.

PARTNERSHIP WITH BUSINESS AND INDUSTRY

The Rockbridge County School Division benefits from a working relationship with area employers. The curriculum is reflective of employee needs in the modern workplace. The *Workforce Employment Agreement (WEA)* between employers and Rockbridge County High School students demands the highest standards of those entering the area job market. Local business and industry are generous in their scholarship support for continued post-secondary education of our graduates.

FUTURE GOALS

The Rockbridge County School Division is currently working with an architectural firm to develop a needs study which will hopefully lead to major expansion and renovation of our existing elementary and middle schools.

The Rockbridge County School Board recently identified six major goals to guide our progress in the coming years. These goals are:

- Curriculum alignment with Virginia's Standards of Learning
- Flexible time for students reading below grade level
- Infusion of character education in all classes
- Alternative discipline to suspension
- Dress code for employees and students
- Increased instructional time for students

FACTS AND STATISTICS

- *Total school budget - $19.5 million*
- *Student enrollment - 3257*
- *Total employees - 475 (includes 275 teaching staff)*
- *Per pupil expenditures - $6000.00*
- *32% of teachers hold a master's degree*
- *5% of the student body are minorities*
- *3% student dropout rate*
- *65% of our graduates continue education*
- *Elementary pupil/teacher ratio is among the lowest 15% of all state school districts*

CENTRAL ELEMENTARY
1 Central Road
Lexington, VA 24450
Mr. Harry Stone, Principal
540-463-4500

EFFINGER ELEMENTARY
2893 Collierstown Road
Lexington, VA 24450
Ms. Eileen Head, Principal
540-463-4459

FAIRFIELD ELEMENTARY
20 Fairfield School Road
P.O. Box 162
Fairfield, VA 24435
Mr. John Whitesell, Principal
540-348-5202

MOUNTAIN VIEW ELEMENTARY
20 Burger Circle
Buena Vista, VA 24416
Mrs. Donna Duncan, Principal
540-261-2418

NATURAL BRIDGE ELEMENTARY
School House Road
P.O. Box A
Natural Bridge Station, VA 24579
Dr. Alice Waddell, Principal
540-291-2292

MAURY RIVER MIDDLE
600 Waddell Street
Lexington, VA 24450
Mr. Roy Gray, Principal
540-463-3129

ROCKBRIDGE MIDDLE
1200 Sterrett Road
P.O. Box 328
Fairfield, VA 24435
Mr. Russell Fleshman, Principal
540-348-5445

ROCKBRIDGE COUNTY HIGH
143 Greenhouse Road
Lexington, VA 24450
Mr. John Morris, Principal
540-463-5555

HIGHLAND BELLE ALTERNATIVE CENTER
Big Spring Road
Lexington, VA 24450
Ms. Karen Crosby, Director
540-464-4774

ROCKBRIDGE COUNTY SCHOOL BOARD

Dr. Robert Goralewicz - Chairman
Walkers Creek District

Mr. Ronnie Campbell - Vice-Chairman
South River District

Mr. Robert Gilbert
Buffalo District

Ms. Jean Clark
Kerrs Creek District

Mr. Jeffrey Fariter
Natural Bridge District

ADMINISTRATIVE OFFICE TELEPHONE NUMBERS

Superintendent - 463-7386
Assistant Superintendent - 463-7386
Director of Finance - 463-7386
Vocational/Transportation - 463-5437
Operations/Maintenance - 463-5437
Special Education - 463-9246
Technology - 463-4247

BEST COPY AVAILABLE

LEXINGTON CITY SCHOOLS

Lexington
Virginia

The mission of Lexington City Schools is to provide progressive educational opportunities and challenging experiences that are responsive to the needs and talents of all students.

Printing Courtesy of

Sprint.

PROVIDED COURTESY OF THE LEXINGTON/ROCKBRIDGE CHAMBER OF COMMERCE

ABOUT LEXINGTON CITY SCHOOLS

The Lexington City Schools serve approximately 470 students in two schools -- Harrington Waddell Elementary School and Lylburn Downing Middle School. The 190 city high school students are served at the consolidated Rockbridge County High School.

All Lexington City Schools are fully accredited by the **Southern Association of Colleges and Schools** (SACS) and participate in the School Renewal Program of Continuous Improvement. As a part of the SACS School Renewal Program, the Lexington Schools propose the following descriptive Vision Statement:

Lexington City Schools is a community of learners that includes students, teachers, parents, area residents, School Board and administration. This community is engaged in learning the skills needed to be effective users of ideas and information, as well as those skills that promote sensitive human relations, self-understanding, and the integration of total life experiences.

We actualize this vision:

- In the **Curriculum**, by ensuring that all students and staff are effective users of ideas and information.
- In **Staff Development**, by providing opportunities for a continual infusion of new ideas and professional improvement opportunities for all staff.
- In **School Climate**, by making our schools student-centered learning environments that are clean, safe and inviting to students, staff, parents and patrons.
- In **Communications**, by establishing an ongoing process that ensures continuous, comprehensive articulation within the entire school community -- students, parents/guardians, patrons, staff, administration, and School Board.

LEXINGTON HOME PAGE

The division home page, still "under construction," can be accessed at:

www.lex.rang.k12.va.us

GENERAL INFORMATION

Enrollment Age and Entrance Requirements

All children who are five years old, on or before **September 30**, are eligible for enrollment in the kindergarten program. For children who are six years old by September 30, enrollment is mandatory. The following documents are required for enrollment: **1) the child's social security card, 2) an original certificate of birth (no copies please), 3) a report of physical examination, and 4) an immunization record.** Students residing outside the city may apply to attend Lexington Schools on a tuition basis. Admission is subject to space availability. For additional information, contact the School Board Office at (540) 463-7146.

Hours of Operation

The Lexington City Schools operate on a six-hour instructional day. Individual schools' schedules are published in their Parent/Student Handbooks.

Schedule Changes

Inclement weather may cause a change in the operating schedules of Lexington Schools. Notifications of late openings, early closings, or cancellations are obtained by dialing (540) 463-7146 or by tuning to local radio or television stations.

School Food Service

Lunch is served at both Lexington school cafeterias. Free and reduced price lunches are available to eligible students. Breakfast is served daily at the Waddell Elementary School.

Grade Reporting

Reports of student academic progress are given at the end of each six-week grading period. Interim reports are provided to parents when warranted. Parent-Teacher conferences are scheduled to coincide with the end of grading periods, but individual conferences may be scheduled at any time by calling the individual school offices.

BEST COPY AVAILABLE

GENERAL INFORMATION (CONTINUED)

School Board

School Board meetings, which are open to the public, are held in the individual school buildings. For information on agendas, meeting dates or times and locations, please call (540) 463-7146.

Standardized Achievement Test Scores For The 1996-1997 School Year

Division-wide percentile scores on the **Stanford Achievement Test Series (9th Edition)** are as follows:

	Grade	*Division %-ile
Reading:	3	79%
	5	83%
	8	73%
Language Arts:	3	79%
	5	72%
	8	69%
Mathematics:	3	71%
	5	83%
	8	77%
Science:	3	82%
	5	84%
	8	83%
Social Studies:	3	79%
	5	84%
	8	82%

(*Note: National average = 50th %-ile)

Additionally, every Lexington City student entering high school successfully completed all areas of the **Virginia Literacy Passport Test**.

Academic Programs

Elementary:
The mission of Harrington Waddell Elementary School is to create and nurture a community of life-long learners by providing progressive educational opportunities and challenging experiences that are responsive to the needs and talents of all students.

At the elementary level, emphasis is placed on integrating all curriculum subjects into **Thematic Units** based on interesting and exciting areas of exploration. Typical themes include **Weather Watch, Oceanography, Biomes** (A school-wide ecology unit), **Down on the Farm, Water—Precious Water, Our Shining Star** (A unit on the solar system), **Virginia's Jefferson and Monticello,** and **Citizens of all Creation** (a multicultural unit).

All Lexington City elementary classes contain fewer than 20 students. The school-wide average class size is 17 students, with primary classes averaging 15 students.

Middle School:

Lylburn Downing Middle School provides a child-centered learning environment where children are nurtured and encouraged to seek every opportunity for learning. This process not only will serve as a tool for living, but also will encourage the development of the student as a productive member of society.

The core curriculum includes Pre-Algebra, Algebra ½, Algebra I, English, Physical Education, Science, and Social Studies. Sixth and seventh grade students are encouraged to identify their interests through exploratory classes in the various disciplines. Students are given the opportunity to expand their knowledge through such electives as Art, Band, Chorus, Drama, Latin, Spanish, and Technology Education.

Students experience differentiated instruction that is challenging to their interest and academic level of performance. After school activities, such as clubs and interscholastic sports, facilitate the students' social and emotional development. Students are encouraged to become active members of the student body.

BEST COPY AVAILABLE

GENERAL INFORMATION (CONTINUED)

Quest Program

Through the Quest program, academically gifted students in both elementary and middle school levels are presented with opportunities to use critical thinking skills as they strive to solve problems in today's society. Eligibility for Quest is dependent upon high ability and excellence in academic endeavor.

Educational Technology

The Lexington City Schools will continue to integrate appropriate computer technology to support the curriculum.
At present, the City Schools maintain a ratio of one computer to every three students. Additionally, classroom computers are interconnected with the division Local Area Network, the Rockbridge Area Network (Wide Area Network), and with the World Wide Web (Internet).

Lylburn Downing Middle School students are introduced to Technology Education in their student exploratory programs and elective curriculum. Technology students also boast awards in regional and state competition with the Technology Students Association.

FACTS AND STATISTICS

Directory

Harrington Waddell Elementary
100 Pendleton Place
Lexington, Virginia 24450
(540) 463-5353
- Mrs. Mary Atthowe, Principal

Lylburn Downing Middle
302 Diamond Street
Lexington, Virginia 24450
(540) 463-3532
- Mr. Dan Lyons, Principal

Lexington School Board Office
300-A White Street
Lexington, Virginia 24450
(540) 463-7146
- Dr. Nicholas Maschal, Superintendent
- Mrs. Gay Grayson, Coordinator of Special Education
- Mrs. Shelby Cash, Board Clerk
- Mrs. Patricia Knick, Deputy Clerk

Lexington City School Board

- Mrs. Ann E. Murchison -- Chair
- Mr. John H. (Jack) Page -- Vice-Chair
- Mr. Richard G. Hastings
- Mr. Alton Hope
- Ms. Lisa Solod

School Division Statistics

1997-1998 School Budget	$4. Million
Total Per Pupil Expenditure	$6,157
Total Student Enrollment	660
Percentage of Minority Students	18%
Total number of Teachers	46
Teachers holding Master's Degrees	18
Total number of Employees	70
Teacher/Pupil Ratio (Grades K-8)	1:10

BEST COPY AVAILABLE

The Rockbridge Partnership

THE ROCKBRIDGE AREA HVAC/R TRAINING CENTER

The development of the HVAC/R Training Center began in the spring of 1997 with the recognition by the three Rockbridge area governments (Buena Vista, Lexington, Rockbridge) that this important local industrial sector could not grow and prosper without a steady stream of trained workers.

The Rockbridge Partnership, which provides economic development services for the three governments, facilitated the development of the training center. Conversations were begun with representatives of our HVAC/R industries in order to develop a list of proficiencies and skills they desired to see in their employees. The Rockbridge Partnership introduced a vocational training equipment supplier to industry reps and educators. Jointly, a curriculum was developed and vocational training equipment was identified which would, if acquired, enable the center to provide the training necessary to teach the desired proficiencies and skills.

A $350,000 grant application was submitted to and subsequently funded by the Virginia Department of Housing and Community Development for use to acquire the training equipment. An appropriately-sized facility to house the equipment and host the training program was leased in Buena Vista.

In April 1998, the process to conduct a nationwide search for the center's director/instructor was begun. A selection committee consisting of educators and industry reps was created. In July 1998, an HVAC/R vocational instructor from Holland, Michigan was selected and he has done an outstanding job.

Industries have generously supported the center since it opened in August 1998 with both their time and money. Industry reps go into school classrooms teaching the importance of work ethic, attend career day events, and provide their expertise in the HVAC/R training center supplementing training offered by the center's director / instructor. Additionally, Rockbridge area HVAC/R equipment manufacturers have donated close to $250,000 worth of equipment to the center. The center has also received equipment donations from many other companies from Roanoke to Harrisonburg including $100,000 worth from Dunham-Bush.

Thus far, 33 high school students have matriculated in the center. In the evenings, Dabney S. Lancaster Community College offers HVAC/R and other industrial training classes in the center in response to the needs of industry. Classes offered include Air Conditioning I and Air Conditioning II as well as Electricity. In the fall, Dabney will begin their Industrial Maintenance Apprenticeship program in the center. To date, 47 individuals have enrolled for these community college courses.

School Scene

The News-Gazette

SECTION C

Students Sought For New HVAC Training Center

Program Is So New Many Students Unaware Of The Opportunity

HVAC Curriculum Summary:

Preparatory Programs

Manufacturing Technology

Core Training for HVAC Program

Advanced Training for HVAC

BEST COPY AVAILABLE

ROCKBRIDGE PREP 2000

WHAT IS PREP 2000?

PREP (Partners Realizing Employment Potential) **2000** was designed by the **Education Committee** of the Lexington/Rockbridge County Chamber of Commerce as a multi-faceted. multi-year program to address the following concerns:

- Lack of a formal process to provide businesses with information about former students when those students apply for jobs with local businesses.
- Frustration with the lack of qualified job applicants.
- Lack of a forum where educators and business people can learn what the other does and where needs, expectations and limitations can be discussed
- Lack of local recognition of the importance of good educators.
- Changes in Virginia's welfare system that will eventually require 74,000 people to seek work in order to receive benefits.

Through the partnership of business persons, educators, and students themselves, sensible, local solutions are applied to local problems.

ROCKBRIDGE PREP 2000 WILL:

- Provide students the opportunity to become "work literate", allowing them to understand what the workforce will expect of them, and then giving them those skills that will afford them success;
- Educate our students to the many local employment opportunities available to them;
- Provide businesses with employees who are better educated in the specifics of their businesses and who come into the workforce prepared;
- Provide the opportunity for educators to meet and better understand the needs of business/industry;
- Provide the opportunity for business/industry to meet with and better understand the role educators play in shaping the future of the students who will be the workforce of tomorrow;
- Provide the opportunity for students to meet directly with individuals working in careers in which the students are interested, so they will make educated decisions about their own futures;
- Provide another marketing tool for local economic development purposes.

HOW WILL PREP 2000 DO THIS?

These goals will be achieved through a variety of interrelated programs that will follow our students from the time that they enter our school system through graduation. In addition, **PREP 2000** programs will help educators better understand the needs of businesses within our area. With this understanding, educators will be able to inform students more accurately of the opportunities and expectations as they prepare to enter the workforce. It is equally important that the business community understands the role that educators can play in this partnership. Schools need to be seen and used as developers of high quality potential employees.

UNDER THE UMBRELLA OF PREP 2000, WE WILL BEGIN WITH SEVEN AREAS. THEY ARE:

1) PRE-SCHOOL PREP:
For many children, the pre-school experience is the starting point on the path leading to their becoming high quality employees. Appropriate support for pre-school programs can be critical in helping those children transition to kindergarten.

To date, the one identified need has been a request for age appropriate books. To meet that need, PREP 2000 has a mechanism to enable business and/or individuals to donate books for pre-school use. Each donated book is plated with the donor's name, helping to reinforce the concept of a partnership between educators, business, and the students themselves.

2) DINNER PARTNERS:
This is an 8-week-program in which 20 educators selected from all three school divisions visit one local business each week. Businesses/Industry will rotate hosting this evening.

- The host business will provide a meal for the educators. During this time there will be the opportunities for "cross-educating" so that there is a better understanding of what both business and educators are doing.
- The host business representatives will speak to the educators about his/her specific business, and will possibly allow a number of staff members to share their specific duties/tasks. This will give the educators the opportunity to learn exactly what the business produces, and how.
- Educators then tour the host business facility.
- Educators are provided with recertification points for their participation. This will be at no cost to the educators. They return to their schools and share with the students the information that they now have as to the specific needs of the given business.

In February 1996, this program began with a dinner and a tour of Parry McCluer High School, one of two high schools located in the Rockbridge County area. After this "kick-off" for all **Dinner Partners** participants, six local businesses in turn hosted educators for informal weekly dinners. Each of these six visits took place on a Wednesday evening, and each began with a casual buffet-style meal. At the conclusion of the meal, members of the host firm's staff spoke to the educators about their specific business and described relevant duties, tasks, training, job descriptions, and application procedures. They then gave a one to two-hour tour of their production facility. The last dinner and tour were held at

Rockbridge County High School. Educators who completed the entire **Dinner Partners** program were eligible for appropriate recertification points. After each presentation, the educators shared with their peers and students the information learned about the specific requirements and needs of the host business. At the same time, the local business persons who participate in this program became more familiar with the opportunities for training and instruction at the local high schools. Both business persons and educators made valuable contacts and opened new avenues of communication.

Initially, enrollment in the program was to be limited to fifteen, but the enthusiastic response among educators led planners to raise the enrollment limits. In all, twenty-six educators participated in the eight **Dinner Partners** presentations and tours. Approximately 65 business participants, Chamber of Commerce officials, and educators attended the final dinner and tour on April 17, 1996.

Dinner Partners has recently completed the second cycle. Six different businesses participated, as did 25 first time educators.

3) WORKFORCE ENDORSEMENT AGREEMENT:
A "contract" between Students, Educators, and Business.

A) **Students** pledge to treat school as a job, in anticipation of his or her next job.

B) **Educators** pledge to provide young people with an education that will prepare them to be productive members of their families, work places and communities

and

Provide a student's prospective employers with full and forthright performance evaluations.

C) **Businesses** pledge to give extra consideration to applications submitted by students who have signed a workforce endorsement agreement, asking the school for the employability record

and

Encourage employees to develop and refine their skills

and

Help local educators in appropriate ways to secure the means with which to offer their students a quality education.

The school superintendents and student body presidents signed the Educators' and student's Workforce Endorsement Agreements in the fall of 1995.

Enrollment of students began in December, 1996. By the end of the 1995-1996 school year, approximately 35% of tenth, eleventh, and twelfth graders had signed the Workforce Endorsement Agreement and had placed them on file with their respective guidance counselors. By the end of 1996-97 school year, combined participation levels had risen to 59%. New business partners are added monthly.

4) BUSINESS LUNCH PROGRAM:
This program was begun in the spring of 1995 as a joint effort between Rockbridge County High School and the Lexington/Rockbridge County Chamber of Commerce. The goal is to create an informal, small-group environment where students have the opportunity to speak directly with a professional in a career in which they have expressed an interest. Each group gathers in a conference room, for a lunch of pizza and soft drinks. In the first year of the program, we scheduled seven sessions in which 11 business representatives spent an hour with students. Approximately 55 students participated.

In the 1995-96 school year, there were nine sessions, and approximately 85-90 juniors and seniors participated. The **Business Lunch** program was also implemented in 1995-96 by Parry McCluer High School. During the 1996-97 school year, there will be approximately 15 business representatives who will speak to 120 students.

5) EDUCATOR OF THE YEAR
The Lexington/Rockbridge County Chamber of Commerce sponsors an **Educator of the Year** Award to recognize significant contributions to local education. All public school employees in Rockbridge County and the cities of Buena Vista and Lexington are eligible. Nominations re sought from the community at large, with the assistance of the schools and the PTA's distributing the forms.

The first **Educator of the Year** was presented to **Mrs. Priscilla Jamison,** a kindergarten teacher at Enderly for the past 21 years. Mrs. Jamison received an engraved plaque for display in her school and a modest stipend for continued professional development.

Although the first awardee was a classroom teacher, the honor is also open to other school system employees. The goal is to recognize anyone who makes a significant contribution to the lives of students. Thus, the award could recognize athletic coaches, guidance counselors, administrators, and others who have regular contact with students.

6) SECOND CHANCE
Encourage a public/private partnership to train those deemed unemployable by most industries, and to encourage their employment. This would include literacy training, acquisition of GED's, help becoming "work literate", etc. This training should be specific to local businesses/industries.

Currently, the **Second Chance** program is in development. A sub-committee consisting of representatives from Social Services, the Virginia Employment Commission, Economic Development, Juvenile Probation, business, industry, and educators, has been formed and is exploring options and directions. Focus currently is on developing a pre-employment course involving the business community and on developing a local apprenticeship program.

7) SCHOLARSHIPS
Rockbridge County business and industries provide financial assistance through scholarships to selected graduates of the public school systems of the county or the two independent cities, allowing the recipients to pursue post-secondary education. Scholarships funds will be expended only in-state and there can be restrictions on academic majors. Each scholarship will be awarded on the basis of criteria determined by the sponsor. This will allow sponsors to focus on specific areas that impact their business. There are three tiers:

Corporate
Affinity
Individual

Each level is broken into a gold, silver, and bronze level to allow anyone who is interested, regardless of the size of their business or organization to participate.

In June of 1996, three corporate and one individual scholarship, a total of $7,000 were awarded to four graduates of the two area high schools. All four of the graduates will continue their education in engineering, applied mathematics, or computer-related fields. They are currently attending Dabney S. Lancaster Community College, Mary Baldwin College, and two are at the University of Virginia.

Scholarships are made for one year only, with payments made at the beginning of each semester. Recipients have no obligation to their sponsors, although it is hoped that there will develop opportunities for both summer employment and full-time employment following graduation.

Scholarship funds are received and distributed through a tax-exempt foundation established by the Lexington/Rockbridge County Chamber of Commerce. Disbursements are made jointly payable to the recipient and the educational institution.

8) PANGEA
We have added a temporary component to **PREP 2000**. **Pangea** is a non-profit group that we will be working with to bring 27 Russian high school track and field athletes to Rockbridge County in late April and early May 1997, for a 12 day visit. We are working closely with the Rockbridge County School system in coordinating this visit. Area businesses have graciously supported this effort with contributions both financially and through in-kind donations. There is a sub-committee working on raising funds that will allow for this exchange to take place. We believe that Rockbridge County has much to offer, and we are excited about the opportunity to bring these student-athletes to our community, if even for a short visit. Our students will now have the opportunity to visit Russia on an exchange one day, if they so chose.

* * * *

If you have any questions, please contact Kelly Fujiwara, Education Chair at 540-463-7103, ext. 240 (work) 540-463-9378 (home) or e-mail at fujiwaraka@vmi.edu.

Revised 4/97

BEST COPY AVAILABLE

ROCKBRIDGE PREP 2000

- 81% of the Class of 1999 has signed the **Workforce Endorsement Agreement** (WEA).
- 125 local firms have signed on as **Business Partners** in Rockbridge Prep 2000.
- Approximately 400 juniors and seniors at Rockbridge County High School and Parry McCluer High School have participated in **Business Lunch** since the program began in 1996.
- Approximately 60 teachers from Rockbridge County High School and Parry McCluer High School have completed the **Dinner Partners** program since 1996.
- In March 1998, 118 career-bound juniors and seniors participated in a Rockbridge Prep 2000 **Job Fair.**
- 236 students participated in a **Mock Interview Day** in March 1999; 30 business and industry representatives conducted the interviews.
- By the end of the 1998 school year, Rockbridge Prep 2000 had awarded **$20,000** in **Scholarships** to graduating seniors. These scholarships were sponsored by local businesses.
- Rockbridge County High School offers 11 Career Majors: Agriculture, Auto Body Collision Repair, Automotive Technology, Building Trades, Fine Arts, Health Careers, Humanities, Mathematics/Sciences, Technology, Work and Family Studies.
- Rockbridge County High School has consistently been a high-scoring site on the National Assessment of Educational Progress (NAEP) tests since 1992 and has exceeded "High Schools That Work" goals for reading, mathematics, and science.
- 53% of vocational completers who took the National Assessment of Educational Progress (NAEP) test received the Award of Educational Achievement from the Southern Regional Education Board.
- 66.7% of the 1087 students at Rockbridge County High School are taking at least one vocational/technical course.
- Average SAT scores: Verbal 541, Math 512. Since 1995 verbal scores have shown a 16-point increase compared to 6 points in Virginia and in the nation. Our math scores have shown a 17-point increase compared to 4 points in Virginia and 8 points nationally.
- 61% of the graduating class of 1998 matriculated at a post-secondary school. 47% of the total graduates entered a four-year college or university. The remaining 15% entered a two-year college.
- 34% of the 1998 vocational completers took the courses required for a college preparatory program and completed at least two years of a foreign language; 43% received credit for courses recommended by the Virginia High Schools That Work program; 26% completed at least one dual enrollment or advanced placement class.

BEST COPY AVAILABLE

BUSINESS LUNCH

1995-98

ROCKBRIDGE PREP 2000

ACCOUNTING
Raetz and Hawkins, CPA

AGRICULTURE
Rockbridge County Extension Agent

ARCHITECTURE
Kirchner & Associates

ARCHITECTURAL LANDSCAPE/ HORTICULTURE
Director of Planning, Rockbridge County

AUTOMOTIVE SALES & SERVICE
Lexington Motor Sales, Inc.

BANKING
Bank of Rockbridge

BUSINESS/INSURANCE
Barger Insurance

BUSINESS MANAGEMENT
Sue Baizley
Hugh Henderson
Timber Ridge Lumber Company
Washington and Lee University

CHILD CARE
Childnet

COMPUTER SERVICES
Hi-Ram Computers

CONSTRUCTION
Virginia Ready-Mixed Concrete Advisory Council

ENGINEERING
Des Champs Laboratories, Inc.

FORESTRY
National Forest Service

GRAPHIC DESIGN
Rebecca Logan Design

HEALTH CARE
Stonewall Jackson Hospital

INTERIOR DESIGN
Lexington Designs

LAW ENFORCEMENT
Rockbridge County Sheriff
Buena Vista City Police

LEGAL SERVICES
Mann, Connelly, and Hastings, PC

MILITARY SERVICE
Reserve Officers Training Corps, Virginia Military Institute

PSYCHOLOGY
Dr. Julie Jennings

RETAIL
Blue Ridge Office Products
State Farm Insurance

SPORTS MEDICINE
Director of Sports Medicine, Virginia Military Institute

VETERINARY MEDICINE
Lexington Animal Hospital

BEST COPY AVAILABLE

HIGHLIGHTS OF BUSINESS LUNCH PROGRAM

WHO: Juniors/Seniors who are nominated by teachers and have not attended a lunch in the past

WHAT: Business Lunch seminars sponsored by the High Schools That Work program and the Chamber of Commerce (we're serving pizza and cokes for lunch!)

WHEN: During the entire 4th period — students report directly after 3rd period and at the conclusion proceed to 5th period

WHERE: Conference Room across from the Guidance office

WHY: Opportunity to obtain valuable career information (e g , wages, education/skills required, benefits, etc) from a local business person in an informal setting

WHAT CAN YOU DO TO HELP?

When you see that any of your students are invited

1. First of all, encourage them to attend!
2. Discuss with them their career interest
3. Go over with them the highlights of the program, including the importance of being on time!
4. Encourage them to demonstrate proper business etiquette (manners, respect, politeness, thanking the speaker, etc)
5. Follow-up the next day asking them how it went, what they learned, if it helped in their career selection, etc. (They will be completing a formal, written evaluation at the end of the luncheon that covers questions such as these)
6. Feel free to ask them to report their experience to the class

Thank you for your support of the Business Lunch program!!
If you have any questions or comments, feel free to contact Kathy Burant.

BUSINESS LUNCH PROGRAM
SAMPLE QUESTIONS FOR EMPLOYERS

1. What education, training, and skills are necessary for your job?
2. What benefits (health/life/dental insurance, paid vacation, sick days, profit sharing, retirement, etc.) are available?
3. What is the starting wage for an entry-level employee?
4. Do you get paid an hourly wage or are you salaried?
5. How often do you get paid (once month, twice month, once week)?
6. What duties do you perform in a typical workday?
7. What do you like most/least about your job?
8. What chances are there for promotions? What are promotions based on?
9. Is your company an Equal Opportunity Employer (EOE)?
10. How do you advertise your job openings?
11. What does your company look for when hiring an employee? (personality, male or female, size/weight, physical appearance, etc.)
12. What do I need to do to prepare myself to be employed at your company?
13. How many hours do you work per day? How many days per week?
14. Once I am trained at your company, what other opportunities might be available to me with my skills (other jobs)?
15. What type of clothing is appropriate at your company (jeans, professional dress, uniform, etc.)?
16. Do you work in a group setting or as an individual?
17. What kind of contact would I have with the public?
18. Do I need my own car/transportation?
19. What types of incentives (perks) do you offer (end-of-year bonus, comp. time, meeting or exceeding quotas, etc.)?
20. Describe your work environment (facilities, cafeteria, cleanliness, noise level, size of building, etc.).

Dear Faculty Members:

Once again we will be hosting the "Business Lunch" program for juniors and seniors. The lunches are part of the High Schools That Work (HSTW) grant as well as the Workforce Endorsement (WEA) program. The goals of the lunch "seminars" are: (1) to provide a link between local business persons and students; (2) to help raise student expectations regarding their education; and (3) to provide students with career planning information.

Please list below any JUNIORS or SENIORS you feel would benefit from this type of informal contact. (It makes no difference whether they are college or tech prep, skills development or special education!) It would also help us if you would list their career interests (feel free to ask them!). As this year's list is developed, we will provide you a copy from which to verify all students nominated.

During this hectic time of the school year, we appreciate your input! Please return this form to Kathy Burant's mailbox by Wednesday, September 17. **THANKS!!**

* * * \

BUSINESS LUNCH PROGRAM
EMPLOYER'S EVALUATION

Read the statements below, then circle the number corresponding to the term that best describes your feelings about each statement.

4=Agree; 3=Somewhat Agree; 2=Somewhat Disagree; 1=Disagree

1.	Participating in the business lunch program was a positive experience for me.	4	3	2	1
2.	I would recommend the business lunch program to other employers.	4	3	2	1
3.	I feel the students gained valuable insight into what it would be like to have a career in my field.	4	3	2	1
4.	The students asked appropriate questions during the presentation.	4	3	2	1
5.	The students were attentive and seemed interested in learning about my career.	4	3	2	1
6.	There was an adequate amount of time to present the material I prepared.	4	3	2	1
7.	The luncheon met my expectations-- I was well informed about the purpose of program and was adequately prepared for what to expect.	4	3	2	1

Please complete the following:

8. What did you like the ***most*** about the business lunch? What aspect(s) should be continued?

_____
_____
_____

9. What did you like ***least*** about the business lunch? What aspect(s) should be discontinued?

_____
_____
_____

10. Additional comments:

_____
_____
_____

BUSINESS LUNCH PROGRAM
STUDENT'S EVALUATION

Read the statements below, then circle the number corresponding to the term that best describes your feelings about each statement.

4=Agree; 3=Somewhat Agree; 2=Somewhat Disagree; 1=Disagree

1. Attending the business luncheon was a positive experience for me.	4	3	2	1
2. I would recommend the business lunch program to other students.	4	3	2	1
3. I gained valuable insight into what it will be like to have a job in the field of my career choice.	4	3	2	1
4. I felt comfortable asking questions during the presentation.	4	3	2	1
5. The guest speaker was enthusiastic about presenting his/her career.	4	3	2	1
6. The guest speaker seemed very knowledgeable about the career field.	4	3	2	1
7. Attending the luncheon helped me to decide whether or not to pursue a career in the field discussed.	4	3	2	1

Please complete the following:

8. What did you like the ***most*** about the business lunch? What aspect(s) should be continued?

_____
_____
_____

9. What did you like ***least*** about the business lunch? What aspect(s) should be discontinued?

_____
_____
_____

10. Additional comments.

_____
_____
_____

DINNER PARTNERS

1996-98

ROCKBRIDGE PREP 2000

AGRICULTURAL SERVICES
Rockbridge Farmers' Cooperative

BANKING
First Union Bank

EDUCATION
Parry McCluer High School
Rockbridge County High School
Southern Virginia College
Virginia Military Institute
Washington and Lee University

HEALTH CARE
Stonewall Jackson Hospital

HOSPITALITY AND TOURISM
Lexington Visitors' Center
Stonewall Jackson House

LEGAL SERVICES
Mann, Connelly & Hastings, P.C.

MANUFACTURING
Bontex
Burlington Industries
Dana
Des Champs Laboratories
Modine
North Fork Lumber

MEDIA
News Gazette

MERCHANTS
Sunday's Child
Hess Brothers Jewelers
Willson Walker House Restaurant
Lexington Downtown Development Association
RE/MAX Realtors
Dorothy Blackwell Art

TRANSPORTATION
Lee Hi Travel Plaza
Virginia Department of Transportation

"DINNER PARTNERS" RETURNS FOR 1997!

"DINNER PARTNERS" will begin on *Wednesday, February 19* at Parry McCluer High School

The program will continue every Wednesday (except April 2) until the wrap-up session on April 16 at RCHS!

February 19	Kickoff at Parry McCluer H.S.
February 26	Lee Hi Truck Stop
March 5	Burlington Industries
March 12	Stonewall Jackson Hospital
March 19	VDOT
March 26	Washington and Lee
April 2	No meeting
April 9	Modine
April 16	Wrap-Up at RCHS

- Dinners and tours run from 6:00 P.M. to about 8:00 P.M.
- No fees, no cost for meals!
- Recertification points? You can earn a maximum of 27 under Option 9 (see Liz Ramsey for details!)
- Unassigned days? You can use these hours!

Here is your chance to tour area businesses, make valuable contacts with local business leaders, and learn more about Rockbridge area employers! This program last year was extremely valuable, and everyone thoroughly enjoyed the experience!

___Yes! I want to sign up for "Dinner Partners"! Reserve my place!
___No, I cannot participate in "Dinner Partners" this year.
___I need more information. Please contact me.

Your name: _____

Please return this form to Liz Ramsey's box ASAP (by February 5 at the latest). First come, first serve -- preference will be given to people who could not participate last year. The Chamber of Commerce does need to give businesses a firm number of participants so businesses can plan for meals, so we encourage you to attend every session or find a substitute if you cannot make one of the dates.

REMEMBER: NO FEES, NO COSTS FOR MEALS!

LEXINGTON
ROCKBRIDGE COUNTY
CHAMBER OF COMMERCE

10 East Washington Street
Lexington, Virginia 24450
703-463-5375

Dear Educators,

The Lexington-Rockbridge Chamber of Commerce Education Committee has been working hard this past year in preparing and presenting numerous programs aimed at partnering the education and business communities. This committee is represented by members of all three school divisions, and other interested citizens.

In August **PREP 2000** was unveiled to the community at a kick-off breakfast. The focus that morning was the **Workforce Endorsement Agreement (WEA).** Both high schools have hosted the **Business Lunch** programs, and plan to continue this throughout the spring. **The nomination forms** are out for the **Educator of the Year,** the deadline for nominations is March 1. This spring we will introduce a **Scholarship** program targeted at our graduating seniors to give them support in pursuing post-secondary educational opportunities.

Dinner Partners is a new program that we are beginning next week! This program will run from February 21 through April 17 (no session April 10). The program includes:

- –15 Educators spend an evening with 6 areas businesses.
- –Light meal provided by the host business
- –Learn about the specifics of the business
- –Talk with employees who are performing a variety of duties/tasks
- –Tour the facility
- –No cost to the Educators
- --Recertification points available
- –Each high school will also host an evening, allowing the business community to see their programs and facility

This program is open to anyone employed by any of the three school divisions in the county. If you are interested, please complete the section below and Fax it to Sammy Moore at the Lexington-Rockbridge Chamber office. **The fax number is 463-3567**. Space is limited, and will be filled on a first come basis. Spaces have been allocated for each division. We realize that this is a very short turn-around time, and apologize for any inconvenience. If you have any questions, please feel free to contact the Chamber office at 463-5375.

NAME: _____

SCHOOL: _____

POSITION/TITLE: _____

GRADE (if appropriate): _____ PHONE NUMBER: _____

CERTIFICATE OF PARTICIPATION

Awarded to

Elizabeth Ramsey

For Participation in the PREP 2000 Dinner Partners' Program

Presented by

Lexington-Rockbridge County Chamber of Commerce

April 17, 1996

Kelly Fujiwara

Kelly Fujiwara, President

129

124

Nomination Form
for the
PREP 2000 Educator of the Year

Residents of Rockbridge County and the Cities of Buena Vista and Lexington are fortunate to have so many dedicated educators working in their respective school systems. Some of these dedicated employees are classroom teachers; others are in administrative, coaching, clerical, or support positions. It is the goal of the PREP 2000 program to identify and publicly recognize at least one of these individuals on an annual basis.

This form, which may be locally reproduced, is used to submit a name for consideration. Submissions should be clearly written (typed is preferable but is not necessary for consideration) and should include all information requested. The selection committee will be more impressed by the QUALITY of individual nominations than by the QUANTITY of submissions in support of a particular nominee.

Completed nomination forms should be returned to the Chamber office at 101 E. Washington Street, Lexington, Virginia 24450, by May 1. Announcement of the Award recipient will be made later in the spring. The Award shall consist of a plaque, a certificate, and a cash stipend which is to be used for further professional development, as may be appropriate. Nominees must be full time employees of one of the local, public school systems and must have been employed for a period of at least three years at the time of nomination.

I hereby nominate _____ to be considered for EDUCATOR OF THE YEAR.

The nominee works as a _____
(give job title)

at _____
(give location where nominee works)

Number of years I have known this individual: _____

Capacity in which I have known this individual (for example: as a student, as a fellow teacher or employee, as a parent, etc.): _____

I feel this person deserves this award because: (be as specific as possible. If there are news articles or other supporting documents, copies may be attached, but they MUST be IN ADDITION to the stated views of the nominator. Do NOT expect supporting documents to be returned. This section may be continued on the reverse and on additional sheets, if necessary.)

(over)

BEST COPY AVAILABLE

57-698 99 - 5

WORKFORCE ENDORSEMENT AGREEMENT

BUSINESS PARTNERS, 1997-98

Acadia Polymers
Alleghany Highlands Chamber of Commerce
Alleghany Highlands Economic Development Authority
BARC Electric Cooperative
Barger Insurance
Blue Ridge Office Products
Blue Ridge Restaurant
Bontex
Boys' Home, Inc
Buena Vista Baptist Church
Buena Vista Chamber of Commerce
Buena Vista City Schools
Burlington Industries
Best Western Inn at Hunt Ridge
City of Buena Vista
City Subs and Steaks
Charles W. Barger & Sons
Columbia Alleghany Regional Hospital
Comfort Inn
Commonwealth Architects
County of Bath
Courtesy Motors
Covington City Schools
Crestar Bank
Cybertech
Dabney S. Lancaster Community College
Dana Corporation
Days Inn Shenandoah Valley
Des Champs Laboratories
D&K Electronics
D. Clayton Devening, D.D.S.
Dominion Communication/ Rockbridge Weekly
Donald Electric Services
Douthat State Park
Downtown Autowash
Ronald G. Downey, D.D.S.
Everbrite
Flowers and Things
Four Seasons Florist and Gifts, Inc.
Friedman's Jewelers
Green Forest Surveys
Green Valley Restaurant
J. Steven Grist, P.C.
Holiday Inn Express
Hammond-Mitchell, Inc.
Hamric & Sheridan Jewelers
Hunter Hill Rennie's/Bullets
James River Basin Canoe Livery, Ltd.
Jarrett Millwork
Job Shop
Kraftee Kitchen
Lear Corporation
Lee-Hi Travel Plaza
Lexington Animal Hospital
Lexington Antique & Craft Mall
Lexington Building Supply
Lexington Carriage Company
Lexington City Schools
Lexington/Rockbridge Chamber of Commerce
Liberty House Nursing Home
Loughhead Building Supply
Manpower, Inc.
George C. Marshall Foundation
McDonald's of Lexington
Modine
Montessori Center for Children
Natural Bridge Inn and Conference Center
News-Gazette
Nicely Funeral Home
North Fork Lumber Company
Northwestern Mutual (Lexington)
Northwestern Mutual (Covington)
One Source Communications
O'Shields Financial Associates
Planters Mortgage, Inc
Professional Aquatics Games & Sports
Raetz & Hawkins, C.P.A., P.C.
Ramada Inn
Rebecca Logan Design
Red Oak Inn
RE/MAX Town and Country
Rockbridge Area Occupational Center
Rockbridge Community Services Board
Rockbridge County Schools
Rockbridge Farmers' Cooperative
Rockbridge Regional Library
Sils Construction
Robert L. Simons, D.D.S.
Standard Printing and Office Supply
State Bank of the Alleghanies
State Farm Insurance Company
Stoneridge Bed & Breakfast
Stonewall Jackson Hospital
Stonewall Jackson House
Stop-In, Buena Vista
Sugar Tree Inn
Summer Clan, Inc.
The Bacova Guild, Ltd.
The Homestead, L.C.
The Inn at Union Run
The Marketing Department
The Rockbridge Partnership
Timber Ridge Farm
Timber Ridge Lumber
TLC Travel Agency
Totally Party
Travel Unlimited
U.S. Forest Service
Valley Insurance Agencies
Virginia Horse Center
Virginia Ready-Mixed Concrete Advisory Council
Virginia Employment Commission
Virginia Military Institute
Washington & Lee University
Westvaco Corporation
Wilson Walker House Restaurant
WKEY and Big Country 101

WORKFORCE ENDORSEMENT AGREEMENT

A collaborative effort of Rockbridge County High School, Lexington/Rockbridge County Chamber of Commerce, Buena Vista Chamber of Commerce, Tech Prep Educational Consortium of Western Virginia , Virginia Employment Commission, Employer Advisory Committee, The Rockbridge Partnership, Blue Ridge Regional Education and Training Council

---

Schools and Community Working Together For Our Students' Future

Rockbridge County High School and Rockbridge area employers understand the crucial links among a high school diploma, excellent school attendance, good grades, marketable skills, an excellent work ethic, and success in obtaining and retaining employment. Therefore, an agreement has been established in which area business and industry will give priority consideration to high school graduates for entry level jobs. In turn, local public schools will provide employers with information that documents graduates' employment skills necessary for job success.

The participant agrees to allow the school
to provide prospective employers with an

EMPLOYABILITY RECORD

which includes

High School Courses Taken and Semester Grades and Credits Earned
Cumulative Grade Point Average
Class Rank
Attendance Record
Test Scores
Performance Reviews

The Workforce Endorsement Agreement

can

Provide local employers with a viable workforce
Provide good jobs for high school graduates in the Rockbridge County area
Encourage students to complete high school and work to gain employment skills
Promote the importance of education and lifelong learning

BEST COPY AVAILABLE

STUDENT WORKFORCE ENDORSEMENT AGREEMENT

Success in life comes in many different forms and is defined in different ways by different people. Some factors which bring success are often not totally within an individual's control. There are, however, certain things which I can do to improve my chances for success in life, and to that end I hereby enter the Workforce Endorsement Agreement.

By entering into this agreement, I hope to benefit in the following ways:

My application for employment within our community will receive extra consideration by employers who are participants in the Workforce Endorsement Agreement.

I will become eligible for consideration for scholarship assistance following graduation through those programs established by local businesses and the Lexington-Rockbridge County Chamber of Commerce.

To improve my chances for success in life, I pledge myself to the following:

I pledge myself to technical competence. This means I will strive to master each and every subject I take in high school, regardless of the subject's nature.

I pledge myself to accepting personal responsibility. This means I understand that I am responsible for my actions and how they affect me and others.

I pledge myself to contributing to team efforts. This means I understand that success often comes as a result of fruitful collaboration with others, especially in business situations. Therefore, I will strive to be a team oriented person.

I pledge myself to mastery of effective communications. This means I understand that my ability to advance in the world and to lead others is largely determined by how well I communicate in a variety of situations. I will work to master both written and spoken communications.

I pledge myself to maintaining my health. This means I understand that business and industry have no place for those who cannot be depended upon to be at work on a consistent basis, that they have no place for those who use alcohol or other drugs to the detriment of the work environment, and that I hamper my chance for success if I cannot subscribe to a policy of clean living.

As a further part of this agreement, I agree to treat my schooling as the "job" I now hold; that this job is the precursor to my next job (be it additional schooling or entry into the work place); and that by affixing my signature below, I agree not only to the pledges listed above, but also authorize Rockbridge County High School to release my attendance, grades and performance reviews when requested by prospective employers participating in the Workforce Endorsement Agreement or by post-secondary educational institutions.

Applicant's Consent:

The signatures below authorize Rockbridge County High School to release the participant's attendance and grade records and performance reviews when requested by prospective employers participating in the Workforce Endorsement Agreement or by post-secondary educational institutions.

Participant's Full Name (please print)_____

Signature_____

Parent/Guardian's Signature_____

Date_____

Return this form to your high school guidance department.

PERFORMANCE REVIEW

Student_____ Grade_____

Evaluator_____ Date of Evaluation_____

In what capacity do you know this student?_____

_____

For how long have you known this student?_____

The purpose of this evaluation is for you, as an individual who interacts with this student on a regular basis, to share your observations. This information will not be shared with the student; it is intended to be shared only with prospective employers and post-secondary institutions. This is an opportunity for educators to assist the business community in evaluating potential employees. In order for this to be successful, your honesty is essential.

Please review the following criteria when completing the grid on the back page.

Evaluate the student on the following traits: **Outstanding** - Student consistently meets, and in many instances exceeds, established standards and desired results; **Very Good** - Student consistently meets established standards or sometimes exceeds but never falls short of desired results; **Satisfactory** - Student meets established standards or usually meets but seldom falls short of desired results; **Development Needed** - Student meets established standards in some instances but lacks consistency or seldom exceeds and often falls short of desired results from time to time.

	Outstanding	Very Good	Satisfactory	Development Needed (explain in comments)
Attendance				
Communication				
Courtesy				
Initiative				
Judgment				
Leadership				
Organization				
Personal Appearance				
Poise and Confidence				
Punctuality				
Quality of Work				
Quantity of Work				
Teamwork				
Thoroughness				

COMMENTS (Optional)

Evaluator's Signature _____

(When complete, please return directly to the guidance office)

BUSINESS WORKFORCE ENDORSEMENT AGREEMENT

As a person engaged in running a business, I know that many factors are involved in making an enterprise successful. One of the most important factors is having high quality employees who believe in themselves and in the organization for which they work. When businesses and whole communities have an alert, dedicated and industrious work force, wonderful things can - and usually do - happen.

By entering into this agreement, I commit myself and this organization to the development of a high quality work force within our community. Specifically:

I agree to encourage and assist local educators in developing not only technical competence in their students, but also the much needed traits of personal responsibility, teamwork, good communication skills, and a commitment to healthy living.

I agree to request full and frank performance reviews from school administrators, teachers, coaches, and others when considering for employment those young people who have signed a Workforce Endorsement Agreement.

I agree to encourage my employees continually to develop those skills which will help make them successful in life and contribute to the success of this business organization.

I agree to encourage the continued development of a high quality pool of employees and potential employees for the economic good of our entire community in order to demonstrate that there are opportunities here for new industry, as well as reasons for young people to consider that they have a rewarding employment future in the Rockbridge area.

Finally, in my employment of young people, I agree to give extra consideration to those who have signed their own Workforce Endorsement Agreement.

_____
Signature

_____
Title

_____
Organization

_____
Date

PREP 2000 • Building Local Bridges To A World Wide Future •

Education Committee of the
Lexington/Rockbridge Chamber of Commerce
Buena Vista Chamber of Commerce
Parry McCluer High School • Rockbridge County High School

EDUCATORS WORKFORCE ENDORSEMENT AGREEMENT

As educators, we are acutely aware of the many responsibilities we have to our community and to the young people entrusted to our daily care. At the same time, we also recognize that for our young people to achieve success in life, they will need to embrace habits and attitudes which are not necessarily taught in the formal classroom setting.

We know that our world is a very competitive one, one in which only the best prepared and the most hard working individuals and societies will advance. We want our young people to advance as they go through life, and we want them to be productive and constructively contributing members of their families, their work places, and their communities at large.

Accordingly, we pledge our efforts and those of our professional colleagues to the following:

We will continue to stress technical mastery of all subject matter presented in our educational curricula.

We will continue to stress the importance of young people accepting individual responsibility.

We will continue to stress the importance of team building as a means of achieving organizational goals, particularly in the work setting.

We will continue to stress the significance of practicing effective communication, both written and oral, as a means of personal advancement and effective leadership.

We will continue to stress the importance of promoting practices which advance good health as a lifelong attribute of success.

Further, we agree that our students would be well served by developing the positive attitude that their schooling represents the same kinds of challenges and opportunities for advancement as can be found in the job market. They should view their educational experience as the "job" they now hold in anticipation of the job they will next hold, be it further education or entry into the work place.

For those students who have committed themselves to signing the Workforce Endorsement Agreement, we pledge ourselves to providing prospective employers or those associated with further educational opportunities, full and forthright performance evaluations on our students, when so requested.

_____
Signature

_____
Title

_____
Date

PREP 2000 EDUCATION COMMITTEE

Kathy Burant: [*kmbuant@rcs.rang.k12.va.us*] Business Instructor. Rockbridge County High School. 143 Greenhouse Road, Lexington VA 24450. (540) 463-5555.

Mary Frances Burks: [*mburks@rockbridge.net*] Guidance Department, Parry McCluer High School. 2329 Chestnut Avenue, Buena Vista VA 24416. (540) 261-2127.

Robin Coleman: [*dlcoler@dl.cc.va.us*] Dabney Lancaster Community College. 766 N. lee Highway, Lexington, VA 24450. (540) 463-6673.

Donna Fraizer: [*dsfrai@bv.rang.k12.va.us*] Technology Department, Parry McCluer High School. 2329 Chestnut Avenue, Buena Vista VA 24416. (540) 261-2127.

Kelly Fujiwara: (Chair) [*fujiwaraka@vmi.edu*] Assistant Director of Development for Planned Giving & Major Gifts George C. Marshall Foundation. PO Drawer 1600 Lexington VA 24450. (540) 464-7103 ext. 240 / (540) 463-7822.

Gay Grayson: [*grayson@rockbridge.net*] Director of Special Education, Lexington City Schools. 300-A White Street, Lexington, VA 24450. (540) 463-7146

L. Scott Hannah: [*shanna@rcs.rang.k12.va.us*] Director of Vocational Education Rockbridge County Schools. 600 Waddell Street, Lexington, VA 24450. (540) 463-5437.

David L. Kleppinger: [*trp@rockbridge.net*] Executive Director, Rockbridge Partnership. 6 South Randolph, Lexington, VA 24450. (540) 463-7346.

Robert E. Martis: [Barger@BargerInsurance.com] Barger Insurance Network. PO Box 746, Lexington, VA 24450. (540) 463-3166.

Howard McGrath: Vice President of Operations, Des Champs Laboratories. PO Box 220, Natural Bridge, VA 24579. (540) 291-1111

Sammy Moore: [*lexrockcc@Rockbridge.net*] Executive Director Lexington/Rockbridge Chamber of Commerce. 110 W. Washington Street, Lexington, VA 24450. (540) 463-5375.

Carol B. Phemister: [*cbphemi@rcs.rang.k12.va.us*] Guidance Department, Rockbridge County High School. 143 Greenhouse Road, Lexington VA 24450. (540) 463-5555.

Elizabeth C. Ramsey: [*ecramse@rcs.rang.k12.va.us*] Social Studies Instructor Rockbridge County High School. 143 Greenhouse Road, Lexington VA 24450. (540) 463-5555.

Glen H. Stark: [*ghstark@rcs.rang.k12.va.us*]. Superintendent, Rockbridge County Schools. 417 Morningside Drive, Lexington, VA 24450. (540) 463-7381.

WEB SITES:

Lexington/Rockbridge Chamber of Commerce:
www.lexrockchamber.com

Parry McCluer High School:
www.bv.rang.k12.va.us

Rockbridge County High School:
www.rsc.rang.k12.va.us

Chairman BOND. Thank you very much, Ms. Fujiwara.

Thanks to all of you for some very interesting ideas. Let me just explore a few of them here.

Ms. Ball, I was interested to hear your discussion of how small businesses really can take a lead role. We think normally of business-education partnerships being the largest companies in town. I know we have had partnerships in Kansas City, where companies like Sprint and Hallmark, which are very, very large employers, get involved.

Can you give us some ideas of what the small business, the 25 employees or less, can and should be doing that can make a real difference in the community and the education achievement of our youth.

Ms. BALL. Well, I think the small business, as we have in our county and working with our local chamber in diploma pledges, in looking at school transcripts of prospective employees that we hire, and making the student realize that we do care about their education and what they received in high school, and how they attend high school, and what grades that they get; that these are important to the employers and that if you do not have these, we cannot hire. It is just one of the main things, and the diploma pledge that we are not going to hire the drop out if we have the person with the diploma in hand; that it is important to stay in school and get the education.

But I think working with the local chambers and local business groups, whether it is an Adopt a School program, which we have in our areas, small businesses, maybe they cannot adopt a whole school, but a group of businesses can adopt that school and working on core academics, can help the school come up with what we need to be taught, yes.

Chairman BOND. Ms. Goodling, I was struck that your son, a special education graduate, is reading better than high school graduates, and that has got to tell us something. That is a heavy message. In your written statement you also talked about students being held accountable for their actions, and we addressed somewhat in our Juvenile Justice bill very difficult questions of how you get back to asserting some discipline because I, for one, am very much concerned that teachers and students are held hostage today, sometimes as a result of Federal mandates on schools. Would you tell us just briefly about your experience and your views on it?

Ms. GOODLING. I think you hit most of the highlights, and that is we are definitely being held hostage. Coming down this morning, I heard on the radio that they are trying to turn this around a little bit by making students more accountable. I think sometimes that parents have to be educated. It is so easy to say, "I am going to sue the school today," and somehow we have to turn this around, and this was just on discrimination, sex discrimination.

I think we are getting too wound up trying to make everybody be polite, yet they are not, and the principals tend to do nothing about it. I know that I spoke with several principals about this, and they said, "Well, it takes too much of our time, and it is more of an effort."

I was also very distressed when I went to a hearing recently for a student working for me who was caught in schoool with a two-

inch pocket knife in his pocket. He was called before the school board, and he was expelled. How he got caught was he was with a student who had marijuana. The student who was caught with the marijuana got 3 days detention. I was furious because I saw no justice in this, yet the school board was saying, "Well, well, you know, we just can't do much about this drug situation. We can't test everybody," I think they should have expelled the kid with the marijuana too.

I think that was just as big an offense. We do not get the message to the kids that we are serious about their behaviors. And all that the parents say is, "Ah, my poor kid."

Chairman BOND. I am not too sure that I could not have been found with a two-inch pocket knife when I was whittling in school——

[Laughter.]

Ms. GOODLING. Yes.

Chairman BOND [continuing]. Because I loved to whittle, not that I had any ability at it.

But let me turn to Mr. Rust. I want to find out whether we are on the same track.

I like what you are talking about—giving local flexibility and using Federal dollars to get results, and scientific data on results and sharing results. You talk about accountability. One of my hang-ups is if the Federal Government sets itself up as the ultimate arbiter of what is successful and how you grade success, we have gotten some screwy Federal ideas as to what is success. I measure success as whether someone can read and write, can figure out five-eighths versus seven-sixteenths, things of that nature.

Some of the people inside the Washington establishment have much different ideas, and when you are talking about accountability, my focus is there should be a local accountability. I would like to know to what extent you think the Federal Government should be saying these are the tests that students should pass to determine whether the schools are succeeding? How would you measure it and what level?

Mr. RUST. Rather complex question.

Chairman BOND. It is not an easy one.

Mr. RUST. Understand, and I think as you look at what the business community has tried to do over particularly the last 10 years, with some varying degrees of success, is to build a framework based around tough academic standards bench-marked internationally, developing forms of assessments, testing against those standards and then some kind of accountability.

We have had some progress there. I think where the Federal Government can be helpful is encouraging really some of the comparison between and among States. I recall coming out with the Nation At Risk back in 1983/1984, that a year afterwards a study was done of visiting with each State as to what have you done in light of that report, and that was the first time, I believe, that comparisons between and among States took place.

One of the things I have seen with my involvement with Achieve, which is basically in looking at academic standards, but also the testing, is the commitment among the Governors, at least those who are leading the education charge, that they want to move their

States up to being among the best, and one of the ways you can measure that is by testing. Some of the things that they are doing to raise the standards, raise the testing, is to talk among themselves and declare that they are doing better. We are doing better than XY State or AB State.

I think if the Federal Government can come in and help compile some of those scorecards and create some healthy competition between and among the States, I think that will have, over time, a positive impact on student achievement.

Chairman BOND. I think we are reading from the same songbook, although I have seen, regrettably, enough screwball ideas come out of Washington, D.C., that I am nervous about what Washington might proscribe as a standard of achievement against which one should be measured. I am very basic. I believe that we should go back to the nuts and bolts. A sound base of reading, writing, and arithmetic, and some science is vitally important.

Mr. RUST. One of the things that I would favor putting in as an incentive, is requring that the States, in return for Federal funds, should show incremental improvement. Wherever you are, let's see some improvement.

Chairman BOND. In other words, you set your goals and show us that you are meeting those goals.

Mr. RUST. Yes. That——

Chairman BOND. That is a novel idea.

Mr. RUST. It is a matter, again, of competition among the States as they try to improve their standards, but is the Federal Government saying, we will help you. But what we expect you to do is to learn constant improvement and move up the scale in terms of how well the academic outcomes of your students is measured.

Chairman BOND. Ms. Fujiwara, you outlined some very exciting spin-offs of PREP, the enhanced relationships, increased business contact, tours, things like that, and I ask the tough question that I just ran by Mr. Rust. Can you demonstrate, have you been able to show that the educational achievement of students in your area, the Lexington-Rockbridge area, has improved as a result of all of this.

I mean, relationships are good, tours are good, but the ultimate question is are they reading better, are they doing better math?

Ms. FUJIWARA. Looking at—taking Rockbridge County High School because those are the stats that I have, they have consistently been a high-scoring site on the National Assessment of Educational Progress, the NAEP test scores, since 1992, and have exceeded the High Schools that Work Goals for reading, math and science.

Thirty-three percent of those who have completed vocational education who took the National Assessment for Education Progress tests received the Award of Education Achievement from the Southern Regional Education Board.

The average SAT scores, verbals of 541 and math of 512, since 1995, verbal scores have shown a 16-point increase compared to a six-point in the State of Virginia and in the Nation. Our math scores have shown a 17-point increase compared to four points in Virginia and eight points nationally.

Chairman BOND. So better than a 10-percent increase over the increase in the statewide achievement levels.

Ms. FUJIWARA. Now, I cannot say to you that because of the program that we have, this is a result of it. I can say to you, without any question, that I feel that we have enhanced that; that because of this, we have allowed opportunities for our educators to come into the businesses, for them to see firsthand what is going to be expected of the students because they are producing the product for industry, and they then can go back to those students and say to them, "I've had dinner with these folks. I've walked through that plant. I know what they need."

And our business people are much more willing to come in and participate in mock interview days and career days. They are coming in, and they are willing to have lunch with these kids because many of these folks are scared to death to come into these schools because the last time they were in a high school was when they were in high school, and what they see on the news frightens them. So for them to come into a school and actually sit around a table with a bunch of kids who are articulate, and intelligent, and want to further pursue certain careers, it is very exciting to see that interaction take place.

Chairman BOND. For the purposes of this hearing, we will accept the post hoc ergo propter hoc. That PREP may have had some impact on that increase more than 10 percent better than the rest of the State.

It is, obviously, from the very brief discussions that Senator Kerry, and Senator Snowe and I have had today, we are going to try to find how we can help businesses in their local communities expand upon these. Just quickly, because we want to wrap up by 11:30, can you give us a suggestion of a program that works, something we could emphasize. We are not going to pass a mandate. We are not going to set up a new Federal program and say you have to do this, but perhaps we can share the combined knowledge and experience that you have.

Ms. Ball, what would you suggest?

Ms. BALL. Mr. Chairman——

Chairman BOND. In 60 seconds or less, what would you tell us to do?

Ms. BALL. I would think the most important thing that you could do on the Federal level would be to share and to expedite programs that work across the States.

Chairman BOND. Thank you. Ms. Goodling?

Ms. GOODLING. Ditto.

[Laughter.]

Chairman BOND. Well, that is a succinct answer.

Ms. GOODLING. I think that is very important.

Chairman BOND. OK. Well, we will certainly review that.

Mr. Rust.

Mr. RUST. Let me expand and use a few of their seconds——

[Laughter.]

Mr. RUST [continuing]. That they gave me.

What I would strongly encourage the message coming from—any effort coming out of this is to have—there are many tools that the

business community has available, that business needs a good deal of businesses involved today. We need to expand that.

We need to identify those employees within our organizations that are involved in education, school boards, wherever it might be, helping with teacher education and so forth, and make sure they have the tools and information of what is going on today—back to Barbara's comment—in terms of some of the best practices that are occurring. Because this is how business improves itself. We go out, we try to find who is the best out there, who is the world-class organization and learn from them. We don't have that in education. If we can do that by sharing experiences, the successes as well as the failures, I think we will move the ball forward significantly on improving student achievement.

Chairman BOND. I just had a discussion last week with the president of Northwest Missouri State University who played a very active role in getting the Baldrige Award expanded to education, which he plans on winning, and he wanted me to help him expand it. We will watch with a great deal of interest to see if he does win it, and what they have learned.

Ms. Fujiwara.

Ms. FUJIWARA. I think the biggest thing that you could support is the businesses have got to call the schools and start communicating with the schools. Until the schools know what business expects and what they can offer, and they will call the schools and say, "Give us your best kids. Give us those transcripts. Tell us who are your best potential employees," you are not going to—you are still going to have those kinds of problems.

The schools are willing to do that if just given that opportunity. So if you could encourage between those two parties I think you would see some success.

Chairman BOND. It so happens I have got to go. I have got three more things here before lunch, and one of them is speaking to the SBA Awards, and I will tell businesses to get involved with education. That is a start. We have got a Web site. We will do that, and we are going to move on from there.

I want to thank all of you for taking your valuable time out of your schedule. This information is exciting. I am going to circulate it to all of our colleagues, not just the colleagues on the Small Business Committee because it is very important that all of us listen to what you are hearing in terms of the problems and also pay attention to what are some of the solutions.

As we address education reform, I agree with Senator Kerry. It is not going to be done just by passing another law in Washington. Last time we counted, we had 764 Federal education programs. Somehow I do not think a 765th or a 766th is going to make a difference. I think we have got to transfer and identify that responsibility, go back to the local community and put some heat on the businesses themselves, who are either the beneficiaries or the victims of the education system, to understand that they have got a stake in it. As we say back home, we have to stress that they have a dog in this fight. If they do not get an education system that is working, they are going to pay the costs of it.

We are going to be holding a roundtable. We are going to circulate to our Colleagues a synopsis of what you have presented. We

thank you very much, and to me, this is probably one of the most exciting areas that we can explore, and I intend to continue to do that.

With that, the hearing is adjourned.

[Whereupon, at 11:32 a.m., the Committee was adjourned.]

APPENDIX MATERIAL SUBMITTED

PREPARED STATEMENT OF SENATOR MICHAEL D. CRAPO
Senate Committee on Small Business
Hearing entitled "Education Success = Business Success"
May 25, 1999

Mr. Chairman, I appreciate the opportunity to discuss the issue of educational success and its impact on our nation's small businesses and thank you for providing this forum. Additionally, thank you for your leadership on this issue. There are currently a number of proposals before the Senate that would take major steps, commit a significant amount of new funding, and, in some cases, create new federal programs to address educational reform–the reauthorization of the Elementary and Secondary Education Act (ESEA) being one of them. As we move forward with these proposals it is imperative to narrow our focus and attention to those programs that benefit the greatest number of students and at the same time benefit our ever-growing workforce.

I had the opportunity to review the testimony prior to this hearing and was pleased to read that each witness made special mention of their commitment and dedication to greater local control. I agree with the members of the panel that we have a responsibility to ourselves and future generations to preserve, protect, and enhance our workforce, especially in light of technological advancements which command an immense proficiency of basic educational skills. As proven time and time again, locally-controlled programs have done, and always will do, a better job of educating our children. The federal government needs to recognize that local decisions yield some of the highest quality education results.

We must ensure that federal assistance through legislation is structured so as to complement and support, but not direct or inhibit, local decisions and priorities. We must further emphasize that, while the federal government has a proper role in education and business incentives, for high standards and accountability to be achieved on their own, increased federal involvement in local planning decisions is not necessary for achieving maximum results. As the debate continues as to how best to manage our schools in a way that will benefit our small businesses, I will work for proposals that eliminate cumbersome regulations and demand greater accountability by involving state and local governments and private businesses. Free of red tape and excessive administrative regulatory burdens, schools will be able to accomplish their specific educational agendas, while still remaining accountable for student performance.

As we move forward in consideration of these necessary initiatives, it is, however, important that we be mindful of all of the potential impacts that any proposed increases in funding and programs will have, especially on the autonomy of state and local governments. Our efforts must be characterized by cooperative partnerships between local, state, and federal governments and private industries. This type of teamwork brings optimism and enthusiasm to education reform proposals and produces top-notch results.

PREPARED STATEMENT OF SENATOR PETER G. FITZGERALD
Senate Committee on Small Business
Hearing entitled
"Education Success = Business Success"
May 25, 1999

Mr. Chairman, due to scheduling conflicts with the Senate Energy and Natural Resources Committee, I will not be able to attend today's hearing, "Business Education = Business Success." Thank you for submitting the following statement into the official committee record on my behalf.

As Congress prepares to reauthorize the Elementary and Secondary Education Act, it is important that we look to our local communities for their leadership on education issues. While it is generally accepted that parents and local teachers are among the best decision makers about local education issues, we often forget to include our businesses (large and small) as part of the local community who are stakeholders in our educational system.

The business community has an important stake in the education of young people. Not only are these young people the business community's future employees, they are also tomorrow's entrepreneurs. All too often, we hear from business owners, especially small business owners, who cannot hire anyone with the needed skill set. Certainly, a large part of the problem with today's education system is the mismatch of skills students possess and the skills employers are looking for. Students need a basic framework of reading, writing, math, and science in order for them to succeed in today's workplaces.

I commend the Chairman and the Committee for recognizing the important role our nation's businesses play in education, both as members of the local community and as potential employers.

I would like to welcome all of today's speakers, especially Edward Rust, the Chairman, President, and CEO of State Farm Insurance Companies, headquartered in Bloomington, Illinois. In addition to his responsibilities at State Farm, Mr. Rust is the Chairman of the National Alliance of Business, a consortium formed by business groups to focus on education and training issues.

Mr. Chairman, thank you again for submitting this statement on my behalf. I look forward to working with you in the future on these important issues.

COMMENTS FOR THE RECORD

The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 388-3300
TTY: N.E.T. Relay 1-800-439-2370

David P. Driscoll
Commissioner of Education

David P. Driscoll
Massachusetts Commissioner of Education
Massachusetts Department of Education

Re: Written testimony for the Senate Committee on Small Business

As a result of the Massachusetts Education Reform Act of 1993, many districts across the Commonwealth are using new approaches to engage students in their learning. More and more students are spending part of their school day in the community—specifically the workplace—as a learning lab to observe and apply classroom lessons. Connecting the class curriculum to the world of careers serves to motivate and focus the student's academic performance. At the same time the student gains work-ready skills that cannot be taught in a class environment.

In Massachusetts, we have more than 5,000 businesses providing structured internships for some 15,000 students across the Commonwealth. Most of these internships have a genuine connection to the classroom.

By working with local organizations such as the chambers of commerce, as well as state associations, we have focused part of our efforts on exposing students to small-business opportunities, and specifically entrepreneurial pursuits. Small businesses include law firms, accountants, independent book stores, flower shops, website developers, and a wide range of other professions.

While we have countless anecdotal stories of success across the Commonwealth, some districts have measurable results.

A telephone survey of 1,680 Boston graduates—class of 1995— found that Boston minority students have a unique connection to downtown employers largely because of the strong commitment Boston's downtown companies have made to work with Boston schools and hire Boston high school graduates.

The study also found that

- minority students in Boston go to college in greater numbers than minority students nationally, attributed in part by the support and experience of working.
- Boston graduates of all races are more-likely to work — full time and part-time — than '95 high school graduates around the country.
- Minority students in Boston go to college in greater numbers than minority students nationally.

In Worcester, students' grades in math and English improved dramatically after experiencing a structured summer internship. Also, the average number of absent days per student dropped from 4.49 before the internship to 1.77 after the internship.

For each internship, students work with a workplace-supervisor and teacher to develop a learning plan that identifies specific projects, tasks, and skills the student will perform during the internship experience. Such skills—all universally transferable—include communication, organization, problem solving, managing time, completing tasks, resolving conflicts and behaving professionally.

Often this is the teenager's first encounter in a professional setting. The student, regardless of grade average, typically rises to the challenge, transformed by an environment of adults who extend respect and trust toward the student. Unlike the standard teen 'fast-food' job, where teenagers work with teenagers, and are supervised by other teenagers, these jobs create more adult-time for our young people. They also provide a mentor relationship severely needed in a time when parents are increasingly away from home.

Johanna Denowitz, a senior at Southwick-Tolland High School, worked at a small animal hospital for her senior year, where she began as an unpaid "observer" and is now paid and performs a wide range of jobs including assisting during operations. She intends to pursue a career in animal care.

Stories like this are countless. Students who underperform academically have been sparked by such experiences, as they witness firsthand the economic value of education—whether they decide to pursue a two-year technical degree, a four-year liberal arts degree, or enter the workforce directly after high schools.

Currently we are working with the Retail Association of Massachusetts to launch an internship program in small retail shops. The Association has hired a full time person to support the initiative. Small-business owners, as busy as they are, have expressed enthusiasm for taking on a high school intern, as well as developing the program. The Massachusetts Restaurant Association is piloting a two-year restaurant-management program called ProStart in nine schools starting in September. They too hired a full time person and are providing

curriculum, textbooks, and teacher's guides, as well as hosting a training retreat for the teachers this summer.

A technology initiative in our Youth Tech Entrepreneurs program prepares students to be certified hardware and software experts. Students then form small corporations and market themselves as computer-support teams for the school district, website designers for local small businesses, and even train teachers on software and hardware repair. This program, which instills the entrepreneurial spirit, is poised to spread across the Commonwealth over the next five years.

Math, science, English and social studies can all be learned in any work environment. These core academic subjects remain critical for higher thinking and performance. We think that connecting the class to the community motivates students in a new way.

Far more than half of the companies in Massachusetts have less than six employees. We are an economy largely driven by small businesses. Through our Education Reform efforts, we are working with the small-business community to prepare today's' young people with the basic skills needed to succeed in tomorrow's careers.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ISBN 0-16-058799-9